

SANTA BARBARA COMMUNITY COLLEGE DISTRICT 2018 MIDTERM

REPORT

October 15, 2018

SUBMITTED BY

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SUBMITTED TO

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

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2018 MIDTERM REPORT CERTIFICATION PAGE

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


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Superintendent/President, Santa Barbara City College

This report is submitted to the Accrediting Commission for Community and Junior Colleges in fulfillment of the requirement for a Midterm Report. We, the undersigned, certify that the following Report was prepared in an inclusive and broad-based manner, and affirm that this document accurately reflects the nature and substance of the institution.


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STATEMENT OF REPORT PREPARATION

Dear ACCJC Commissioners,

Santa Barbara City College continues to provide excellence in education to the community that it serves. SBCC's academic programs and student support services are regarded as outstanding, and the College has earned a strong reputation in the community, region, and state, as evidenced by the myriad of awards received honoring the work of its faculty, staff, administrators, and students. SBCC serves approximately 17,000 credit students and 3,000 noncredit students annually. The College offers strong academic programs with innovative and award-winning student success initiatives, a robust transfer program, and a rich career technical program reflective of the local business community's input and workforce needs.

Background

Santa Barbara City College has actively engaged in the standards upheld by the accreditation process. We have worked to embed best practices in our college process, practices, and culture. Our academic community has created a culture founded on the principle that accreditation compliance is an ongoing and meaningful process.

Santa Barbara submitted its Self-Evaluation Report in July 2015, which was followed by an evaluation team visit in Fall of 2015. The Commission took action on February 5, 2016 to reaffirm accreditation for eighteen months, requiring a Follow-up Report in March 2017 to address three compliance recommendations. After submission of the Follow-up Report in 2017, the Commission determined that deficiencies were resolved and that the College met Standards I.B.3, II.A.1.b, IIA.2.e, II.A.2.f, II.B.1, II.B.3.a, II.B.3.c, II.C.1, II.C.1.b, II.C.1.c, and III.A.1.b that were identified in Recommendations 2, 3, and 4.

2018 Midterm Report Preparation

In preparation for this Report, Santa Barbara City College convened a small work team to provide input and documentation on progress made as the basis for the Midterm Report. That cross-constituent team included representation of faculty, classified staff, and administration. This group also represented those individuals who had worked closely with the recommendations since the external evaluation team visit and were closely involved in the Follow-up Report. The Midterm Report is focused on three main areas. Section I details the 11 self-identified Actionable Improvement Plans. Section II provides an analysis of progress on the Institutional Effectiveness Recommendations 1 and 5 made in the February 5, 2016 External Evaluation Report, in response to the Fall 2015 Accreditation team visit. Section III addresses the Midterm Report data. Evidence is linked throughout the document; each piece of evidence has been marked to identify the relevant material. All evidence is aggregated at the conclusion of the document.

Working on a truncated timeline as a result of weathering two environmental crises, the Thomas Fire and the resulting debris flows, the work team sought to work with campus constituents and departments to gather information and evidence of progress, and to draft the Midterm Report.

The draft Midterm Report was made available to the college community. The final Midterm Report was reviewed by individual constituent groups: President's Cabinet, Academic Senate, Associated Student Government, Classified Consultation Group, Advancing Leadership Association group and College Planning Council. These groups include campus leadership, faculty, staff, and student representation.

The Santa Barbara Community College District Board of Trustees approved a copy of the final Midterm Report with supporting documents at the September 27, 2018 meeting.

SECTION I: SELF-IDENTIFIED ACTIONABLE IMPROVEMENT PLANS

In the 2015 Institutional Self Evaluation, the College identified 11 Actionable Improvement Plans. Between 2015 and 2018, we have made significant progress on each of these, fully completing three of the plans, making strong progress on seven of them, and shifting the direction for one of the plans due to the emergence of legislation that required an alternative approach to the one originally identified. Though 11 APIs is ambitious, the College is committed to rigorous self-evaluation and ongoing improvement.

The 11 Actionable Improvement Plans are listed in their original form, followed by a brief status update including supporting evidence relevant to each. All evidence for this report is also included in a complete listing at the close of this document.

ACTIONABLE IMPROVEMENT PLAN 1: STANDARD I.A.3

Integrate an explicit review cycle for the mission statement into the Educational Master Plan. This review cycle should be based upon the work highlighted in *Framing our Future: Mission Statement Review Process, 2012-2013*.

Status

This Actionable Improvement Plan is complete. The process and review cycle for the College's mission statement is included in Educational Master Plan version 2.3 ([I.A.3.1](#)). The update to the Educational Master Plan and the process for reviewing the mission statement was approved at the September 4, 2018 College Planning Council meeting ([I.A.3.2](#), [I.A.3.3](#)).

ACTIONABLE IMPROVEMENT PLAN 2: STANDARD II.A.1.C

The College will complete the development and implementation of a plan to increase the value faculty, student support staff, and students assigned to the use of student learning outcomes in helping students achieve the Course, Program and Institutional Student Learning Outcomes (SLO). This plan will be completed by the end of the 2015-2016 academic year and evaluated in the Spring 2018 semester.

Status

This Actionable Improvement Plan is in progress. In early Spring 2016, the Student Learning Outcomes committee established a workgroup to create the framework for the plan ([II.A.1.c.1](#)). The plan was adopted by the committee on September 8, 2016. Evaluation of the plan was scheduled for Spring 2018, but occurred in the following semester, Fall 2018 ([II.A.1.c.2](#)).

ACTIONABLE IMPROVEMENT PLAN 3: STANDARD II.A.2.E

Based on suggestions from the Program Evaluation Committee during its Spring 2015 analysis of program reviews, develop a plan to provide professional development for faculty to use their program review student data more effectively.

Status

This Actionable Improvement Plan is in progress. Each year, training of department chairs and relevant faculty is provided by the Office of Institutional Assessment, Research, and Planning (IARP) focused on data analysis for program review ([II.A.2.e.1](#), [II.A.2.e.2](#)). This training includes how to analyze instructional modalities and student demographic data. The Program Evaluation Committee has reported improvement annually as well as continued need for ongoing training ([II.A.2.e.3](#), [II.A.2.e.4](#), [II.A.2.e.5](#), [II.A.2.e.6](#)). IARP continues to offer individual support to employees who request help with using and interpreting program review student data. Additionally, SBCC is deploying a new platform, eLumen's Strategic Planning module, which is launching Fall 2018 ([II.A.2.e.7](#)).

ACTIONABLE IMPROVEMENT PLAN 4: STANDARD II.B.3.A

The College will address the current requirement that all new-to-college students are directed to come to main campus to complete English and mathematics assessment exams for placement by implementing an online assessment and placement tool to ensure equitable access for all new-to-college students so they are able to complete all mandated matriculation services asynchronously.

Status

Following the passage of AB 705 (Irwin) in 2017, the college determined to respond to the legislation directly, rather than to proceed with this Actionable Improvement Plan as described. AB 705 specifies that by Fall 2019 new-to-college students will no longer be required to complete assessment. Prior to the passage of AB 705, SBCC developed strategies and practices to implement this actionable improvement plan.

- Testing exemptions have been expanded ([II.B.3.a.1](#)). The assessment website has been updated with a separate informational page for alternatives to testing information (e.g., SAT, ACT, EAP scores).
- The Alternatives to Testing Verification Form can now be submitted directly to the assessment office ([II.B.3.a.2](#)). Prior to changing this process, students needed to file a Prerequisite Verification Form for clearance.
- The assessment website has been updated with a separate informational page for out-of-area and fully-online students, who may now submit the Deferral Form directly to the assessment office rather than needing to request the form from an academic counselor ([II.B.3.a.3](#)).

- The number of Saturday Vaquero Days and the services offered on these days has been increased. Saturday events are now a "one-stop-shop" where students can complete all matriculation services in one day ([II.B.3.a.4](#)).

Santa Barbara City College is adopting AB 705's approach to direct placement. Supportive curriculum is under development as per the Chancellor's Office guidance for students who fall outside the direct placement into transfer-level English and mathematics.

ACTIONABLE IMPROVEMENT PLAN 5: STANDARD II.C.1.C

The institution recognizes the requirement to accord equivalent access to instructional support services to distance education students as their counterparts who enroll in classroom-based instruction. The institution promotes efforts to develop and implement synchronous tutorial support for distance education students.

Status

This Actionable Improvement Plan is complete. An initial pilot was created during 2015-2016 using Zoom to connect and serve students ([II.C.1.c.1](#)). In 2017-2018, the College selected, implemented, and started a pilot with the NetTutor platform for online tutoring ([II.C.1.c.2](#), [II.C.1.c.3](#), [II.C.1.c.4](#), [II.C.1.c.5](#)). In Fall 2018, NetTutor will be expanded throughout the district ([II.C.1.c.6](#)). As a result of SBCC's acceptance into the Online Education Initiative, access to additional online student support has become available ([II.C.1.c.7](#)). The Committee on Online Education has regularly reviewed and discussed equivalent access to instructional support for distance education students.

ACTIONABLE IMPROVEMENT PLAN 6: STANDARD III.A.1.A

The institution will create an Equal Employment Opportunity plan that complies with the Education Code (Sections 87100 et seq.) and California Code of Regulations Title 5 (Section 53001) requirements.

Status

This Actionable Improvement Plan is complete. The current version of the Santa Barbara City College Equal Employment Opportunity Plan was adopted by the Board of Trustees on April 27, 2017 ([III.A.1.a.1](#), [III.A.1.a.2](#), [III.A.1.a.3](#)). In support of the process, Administrative Procedure 3420 Equal Employment Opportunity was also revised, and explicit language providing for an "annual analysis of employees and applicants for employment" included ([III.A.1.a.4](#)). This Academic Policy was approved on April 26, 2018 ([III.A.1.a.5](#), [III.A.1.a.6](#)). One component of that analysis is a commitment to an annual report to the Board of Trustees regarding faculty and staff diversity and to report on hiring outcomes for the prior year. The first of these annual reports was made at the November 9, 2017 Board meeting ([III.A.1.a.7](#)).

The Plan reflects the District's commitment to Equal Employment Opportunity and promotes practices that are nondiscriminatory.

ACTIONABLE IMPROVEMENT PLAN 7: STANDARD III.A.1.B

Based on the anticipated success of the improved classified management and educational administrator progress report process, the College will examine the evaluation processes of the other groups in the interest of supporting the growth and development of these personnel and strengthening the process and outcomes for all who are involved.

Status

This Actionable Improvement Plan is in progress. In Fall 2018, the District is scheduled to provide documentation training to all managers to assist in evaluation ([III.A.1.b.1](#)). Additionally, the Office of Educational Programs has provided training to department chairs regarding evaluation processes using our current tool ([III.A.1.b.2](#)). The Academic Senate has updated Administrative Procedure 7151 "Evaluation of Faculty" to improve clarity of steps in the process ([III.A.1.b.3](#)). As part of the 2018-2021 Faculty Association Collective Bargaining Contract negotiations, the District has opened the evaluation process for possible additional revision ([III.A.1.b.4](#)).

ACTIONABLE IMPROVEMENT PLAN 8: STANDARD III.B.1.A

To address the effective utilization of classrooms, scheduling processes and systems will be examined and a plan for improvement will be implemented.

Status

This Actionable Improvement Plan is in progress. SBCC committed to strategic enrollment management and requested Institutional Effectiveness Partnership Initiative (IEPI) support in 2016-2017, which led to a plan that includes efforts to explore scheduling processes and approaches to utilize year-in-advance schedule development ([III.B.1.a.1](#), [III.B.1.a.2](#)). As part of the online catalog project initiated in August 2016, the college identified a centralized, online scheduling tool after selection, implementation, and use of 25Live ([III.B.1.a.3](#), [III.B.1.a.4](#)).

The Scheduling Office is working toward using the 25Live automatic room scheduler as well as considering an online scheduling platform (e.g., CourseLeaf) to move away from paper-based scheduling processes and siloed efforts.

ACTIONABLE IMPROVEMENT PLAN 9: STANDARD III.B.1.A

Institutionalize strategic measures to improve parking, transit, and circulation.

Status

This Actionable Improvement Plan is in progress. Several measures to improve parking, transit, and circulation have been implemented since 2015. The District's Transportation Demand Management Plan (TDMP) was updated in 2017 and presented to the Board of Trustees on April 13, 2017. The TDMP guides our efforts to improve parking congestion and environmental sustainability ([III.B.1.a.5](#)). Review of the TDMP includes a "Mode Count" at the entrance and exits and infrastructure areas of commuters to campus each Fall or every two years, depending on staffing availability. The TDMP document is updated each year with goals, metrics, data, and further detailed improvements. Improvement progress is documented annually ([III.B.1.a.6](#)).

To reduce parking congestion, the College has introduced incentives and campaigned to increase awareness of alternatives to single occupancy vehicle transportation for employees and students. Since inception of the incentive program, SBCC has reduced single-occupied vehicles by 13 percent with a goal of 25 percent by 2025. Some of these incentives and campaign efforts include:

- Expansion of education and outreach efforts for reduction of parking of single occupancy vehicles on campus ([III.B.1.a.7](#)).
- Improved expansion of commuter options including collaboration with local commuter agency Traffic Solutions and AMTRAK for train commuters ([III.B.1.a.8](#)).
- Creation of SBCC do-it-yourself campus bike shop serving bicycle commuters with repairs services and increased amounts of secured campus bike parking ([III.B.1.a.9](#)).
- Improved coordination with Metropolitan Transit District (MTD) for the high-density bus lines with MTD, and expanded preferred parking for carpooling. ([III.B.1.a.10](#)).
- Commuter Incentive Programs to reduce single occupancy travel to and from campuses that include financial and supportive benefits for staff carpooling ([III.B.1.a.11](#)) and student carpooling ([III.B.1.a.12](#)).
- Campus events and social media outreach via Facebook, Instagram, and Twitter ([III.B.1.a.13](#)).

The College will continue efforts to create a sustainable campus environment with well managed parking and transportation.

ACTIONABLE IMPROVEMENT PLAN 10: STANDARD III.B.2.A

The College will develop a Facilities Master Plan (FMP) that will be the foundation of the College's long-range planning efforts. The FMP will be reviewed and approved by all college governance groups through the consultation process and will further illustrate college-wide consensus on the focus of these efforts. The FMP will also include projects that have been vetted through the consultation process and determined by all college constituencies to be top priority.

Status

This Actionable Improvement Plan is in progress. Currently under development, the Santa Barbara City College District 2018 Facilities Master Plan (FMP) is in early draft form ([III.B.2.a.1](#)). Meetings with college constituents are scheduled where the FMP outline will be shared with all college governance groups, City of Santa Barbara, District Supervisor, and both Community and campus-wide forums, for input and feedback during Fall 2018 ([III.B.2.a.2](#)). The draft FMP will then be revised by early November 2018. The goal is for the Santa Barbara Community College Board of Trustees to review and approve the final 2018 Facilities Master Plan by December 2018.

ACTIONABLE IMPROVEMENT PLAN 11: STANDARD IV.A.2

Strengthen the structure and role of the Classified Consultation Group (CCG) in institutional governance and promote and support broad participation by classified staff in the body.

Status

This Actionable Improvement Plan is in progress. The Classified Consultation Group (CCG) has broadened its role in four primary ways:

1. CCG has invited guests to college committee and workgroup meetings to expand staff awareness of and engagement in campus activities; for example: Facilities, Assessment, Guided Pathways, and Finance ([IV.A.2.1](#), [IV.A.2.2](#), [IV.A.2.3](#), [IV.A.2.4](#)).
2. CCG began publishing meeting minutes as of November 4, 2015 to better inform classified staff about our meeting discussions ([IV.A.2.5](#)).
3. CCG has members appointed to the Student Equity Committee, Program Evaluation Committee, and Guided Pathways ([IV.A.2.6](#), [IV.A.2.7](#), [IV.A.2.8](#)).
4. CCG has one college-recognized subcommittee, the Advisors' Knowledge Community, which is made up of Student Program Advisors. This committee is a subcommittee of the CCG, and members receive release time and program growth credit for participating in the committee ([IV.A.2.9](#)).

SECTION II: INSTITUTIONAL EFFECTIVENESS RECOMMENDATIONS

As a result of the Fall 2015 Accreditation Team visit, five recommendations were identified in the February 5, 2016 External Evaluation Report. Recommendations 2, 3, and 4 were to resolve compliance with ACCJC standards and were fully addressed in the March 2017 Follow-Up report ([IER.0.1](#)). On June 23, 2017, Santa Barbara City College was notified that “After considering the materials noted above, the Commission finds that Santa Barbara City College has resolved the deficiencies and meets the Standards I.B.3, II.a.1.b, II.A.2.e, II.A.2.f, II.B.1, II.B.3.a, II.B.3.c, II.C.1, II.C.1.b, II.C.1.c, III.A.1.b that were identified in Recommendations 2, 3, and 4.”

Recommendations for improvement 1 and 5 were also addressed in the Follow-Up report, and the information below includes updates on the remaining recommendations 1 and 5, which focus on planning processes and facilities needs.

RESPONSE TO INSTITUTIONAL EFFECTIVENESS RECOMMENDATION 1

In order to increase institutional effectiveness, the College should develop a formal cycle of evaluation of its new planning process. (Standard I.B.6).

Status

The College has directly addressed this Recommendation and Standard I.B.6 by developing and implementing a formal cycle of evaluation of its new planning processes.

The College has implemented and evaluated the Educational Master Plan (EMP), which was initially published in early 2014 and updated most recently in September, 2018 ([IER.1.1](#)). In addition to a core set of Strategic Directions and Strategic Goals, the EMP defines the process of annually reviewing progress toward these goals, including the evidence and metrics that will be used to measure and evaluate progress. The EMP underwent its first evaluation cycle in Fall 2016. This cycle is repeated annually as shown in the College’s Institutional Assessment Calendar ([IER.1.2](#)), which also shows the other major evaluation cycles undertaken by the institution as part of its overall assessment of institutional effectiveness.

The Fall 2017 annual review is documented in the Educational Master Plan Fall 2017 Annual Progress Report ([IER.1.3](#)), hereinafter referred to as the EMP Progress Report, which was approved by the College Planning Council on February 6, 2018. The Report approval process experienced a delay as the College responded to the Thomas Fire and subsequent mudslides; typically this cycle completes at the close of Fall semesters ([IER.1.4](#), [IER.1.5](#)).

The EMP annual review process and EMP Progress Report production is led by the office of Institutional Assessment, Research, and Planning (IARP), with major input from the Program Evaluation Committee (PEC). The EMP Progress Report contains four sections:

1. Program Evaluation Committee Best Practices and Key Themes—This section, authored by PEC, is a summary report of best practices and key themes related to Strategic Goals, based on PEC's evaluation of program reviews.
2. Program Review Goals Linked to the EMP—This section, jointly authored by PEC and IARP, is an analysis of progress made on program review unit goals that were explicitly linked to EMP Strategic Goals. The analysis focuses specifically on how progress on a particular unit goal contributes to the attainment of the particular Strategic Goal(s) to which it is linked.
3. Initiatives Outside Program Review—This section, authored by IARP, analyzes progress made on Strategic Directions in initiatives that may be outside of program review, such as those in the Student Equity Plan, the Student Success and Support Program (SSSP), grants, and others.
4. Quantitative Measures of Progress—Authored by IARP, this section focuses on quantitative data and analysis.

As examples of effective evaluation, the Educational Master Plan Fall 2017 Annual Progress Report details the following suggested improvements outside those items effectively assessed via the Program Review Process and the recommendations developed via the Program Evaluation Committee:

Strategic Goal 4.3: Strengthen Program Evaluation

The Program Evaluation Committee submitted recommendations to CPC for changes that would enhance the effectiveness of the College's program review process. The recommended changes were approved by CPC and were implemented. These changes include:

- Add a field to list all contributors.
- Add information about which committee reviews each section.
- Clean up numbering.
- Define equity more inclusively.
- Provide early training for programs conducting program review in the following year.

The committee also recommends that training be offered on how to work with Tableau data. To address the recommendation on additional training, the PEC Co-Chair presented at the April 7, 2017 Department Chairs Meeting. In addition, Tableau training was provided as part of a program review training session for department chairs on August 15, 2017. (Educational Master Plan Fall 2017 Annual Progress Report, p. 28)

In summary, the *formal cycle of evaluation of its new planning processes* referred to in Recommendation 1 is embodied and institutionalized in the annual evaluation of the Educational Master Plan, the first cycle of which occurred in Fall 2016 and subsequently in Fall 2017. The

next cycle is scheduled for Fall 2018. This formal cycle has led to increased accountability for review of processes and accountability of planning.

NEXT STEPS

The College will continue to deploy a comprehensive evaluation cycle of existing planning processes in support of fully integrated planning and resource allocation. The College has explicit review of institutional and program data as bases for these evidence-based planning and allocation processes.

CONCLUSION

The College meets the Standard.

RESPONSE TO INSTITUTIONAL EFFECTIVENESS RECOMMENDATION 5

In order to ensure the College's aging facilities, continue to meet and support the student learning programs and services, the team recommends the College pursue all possible resources to modernize or replace the significantly aging facilities. (Standard III.B)

Status

Santa Barbara City College is committed to continue to meet Standard III.B, and to improve Institutional Effectiveness.

The College has developed two longer-term planning processes in support of institutional effectiveness regarding facilities that support student learning: Program Location and Land Use Master Planning, and Facilities Master Planning. Additionally, the College has developed a short-term plan, the 2020-2024 Five-Year Construction Plan.

The Santa Barbara City College District has begun the Facilities Master Planning process with an expected approval of the Facilities Master Plan 2019-2029 (FMP) scheduled for December, 2018. The process for development and review of the FMP is described above under the Actionable Improvement Plan II B.

In preparation for the Facilities Master Planning process, the College began development of the Program Location and Land Use Master Plan in 2013 (PLLUMP). After a two-year highly-consultative process involving all governance groups and the community ([IER.5.1](#), [IER.5.2](#)) the plan was completed ([IER.5.3](#), [IER.5.4](#)).

The Program Location and Land Use Master Plan establishes long-term goals and guiding principles associated with land planning, facility program locations, internal/external connections, circulation, parking within the parameters of the technical requirements of the site, the regulatory environment, the college sustainability guidelines, and budget considerations. The final plan was shared with the public during three public forums, one each at the main campus, Schott campus, and Wake campus ([IER.5.5](#)).

Additionally, the Board of Trustees approved the Santa Barbara Community College District 2020-2024 Five-Year Construction Plan on June 28, 2018 ([IER.5.6](#)). By doing so, the Board of Trustees also approved moving forward with the Physical Education Replacement Project, which includes replacing the existing Physical Education Building with approximately equivalent square footage and equivalent building program space comprised of the gym, locker rooms, Life Fitness Center, dance and group exercise rooms, offices, and training room ([IER.5.7](#)).

SECTION III: MIDTERM REPORT DATA

ANNUAL REPORT DATA INSTITUTION-SET STANDARDS

STUDENT COURSE COMPLETION

(Definition: The course completion rate is calculated based on the number of student completions with a grade of “C” or better divided by the number of student enrollments.)

Category	Reporting Years since Comprehensive Review		
	Year 1	Year 2	Year 3
Institution Set Standard	73.7%	73.8%	73.9%
Stretch Goal	75.8%	73.8%	75.0%
Actual Performance	73.5%	74.2%	75.3%
Difference between Standard and Performance	-0.2%	0.4%	1.4%
Difference between Stretch Goal and Performance	-2.3%	0.4%	0.3%

Analysis of the Data

The actual student course completion rate has increased over the three year period, remaining above the institution set standard as well as the stretch goal in years two and three.

DEGREE COMPLETION

Category	Reporting Years since Comprehensive Review		
	Year 1	Year 2	Year 3
Institution Set Standard	1,199	1,786	1,833
Stretch Goal	–	–	–
Actual Performance	1,510	1,858	1,984
Difference between Standard and Performance	311	72	151
Difference between Stretch Goal and Performance	–	–	–

Analysis of the Data

The number of degrees awarded has increased over the three year period, remaining well above the institution set standard in all three years. We will begin the process of having conversations on campus regarding our stretch goals after our team attends the training in February 2019 for our next comprehensive review.

CERTIFICATE COMPLETION

Category	Reporting Years since Comprehensive Review		
	Year 1	Year 2	Year 3
Institution Set Standard	1,036	1,257	1,369
Stretch Goal	–	–	–
Actual Performance	1,215	1,640	1,581
Difference between Standard and Performance	179	383	212
Difference between Stretch Goal and Performance	–	–	–

Analysis of the Data

The number of certificates awarded remains above the institution set standard over the three-year period. We will begin the process of having conversations on campus regarding our stretch goals after attending the training in February 2019 for our next comprehensive review.

TRANSFER

Category	Reporting Years since Comprehensive Review		
	Year 1	Year 2	Year 3
Institution Set Standard	1,437	1,417	1,511
Stretch Goal	–	–	–
Actual Performance	1,514	1,609	1,717
Difference between Standard and Performance	77	192	206
Difference between Stretch Goal and Performance	–	–	–

Analysis of the Data

The number of students transferring to a 4-year institution has increased over the three-year period, remaining well above the institution set standard in all three years. We will begin the process of having conversations on campus regarding our stretch goals after our team attends the training in February 2019 for our next comprehensive review.

STUDENT LEARNING OUTCOMES ASSESSMENT

Category	Reporting Years since Comprehensive Review		
	Year 1	Year 2	Year 3
Number of Courses	1,268	1,268	1,679
Number of Courses Assessed	1,268	1,268	1,679
Number of Programs	78	161	164
Number of Programs Assessed	78	161	164
Number of Institutional Outcomes	27	27	27
Number of Outcomes Assessed	27	27	27

Analysis of the Data

All courses and programs have learning outcomes identified, which are being continuously assessed. The institutional outcomes are being assessed in the direct mapping of program learning outcomes to the institution level learning outcomes.

LICENSURE PASS RATE

(Definition: The rate is determined by the number of students who passed the licensure examination divided by the number of students who took the examination.)

Program Name	Institution Set Standards	Actual Performance			Difference			Stretch Goals	Difference		
		Y1	Y2	Y3	Y1	Y2	Y3		Y1	Y2	Y3
Alcohol & Drug Counseling (CATC)	80%	80%	80%	75%	0%	0%	-5%				
Associate Degree Nursing (NCLEX)	90%	100%	93%	95%	10%	3%	5%				
Certified Nursing Assistant (NNAAP)	90%	97%	96%	95%	7%	6%	5%				
Cosmetology: Practical	85%	100%	93%	100%	15%	8%	15%				
Cosmetology: Written	65%	88%	88%	94%	23%	23%	29%				
Emergency Medical Technician (NREMT)	75%	82%	86%	86%	7%	11%	11%				
Esthetician: Practical	90%	100%	90%	95%	10%	0%	5%				
Esthetician: Written	90%	100%	84%	100%	10%	-6%	10%				
Health Information Technologies (RHIT)	90%	90%	94%	92%	0%	4%	2%				
Radiography (ARRT)	90%	97%	83%	93%	7%	-7%	3%				
Vocational Nursing (NCLEX-PN)	90%	97%	-	97%	7%	-	7%				

JOB PLACEMENT RATE

(Definition: The placement rate is determined by the number of students employed in the year following graduation divided by the number of students who completed the program.)

Program Name	Institution Set Standards	Actual Performance			Difference			Stretch Goals	Difference		
		Y1	Y2	Y3	Y1	Y2	Y3		Y1	Y2	Y3
Administration of Justice	75%	77%	73%	59%	2%	-2%	-16%				
Business Administration	75%	67%	58%	61%	-8%	-17%	-14%				
Culinary Arts	84%	85%	67%	68%	1%	-17%	-16%				
Early Childhood Education	90%	81%	73%	66%	-9%	-17%	-24%				
Film & TV Production	70%	50%	44%	53%	-20%	-26%	-17%				
Health Information Technologies	90%	62%	58%	53%	-28%	-32%	-37%				
Licensed Vocational Nursing	90%	91%	67%	83%	1%	-23%	-7%				
Marine Diving Technologies	80%	43%	41%	39%	-37%	-39%	-41%				
Marketing	73%	31%	50%	63%	-42%	-23%	-10%				
Multimedia Technologies	80%	50%	55%	42%	-30%	-25%	-38%				
Radiologic Technologies	92%	87%	80%	86%	-5%	-12%	-6%				

ANNUAL FISCAL REPORT DATA

GENERAL FUND PERFORMANCE

Category	Reporting Years since Comprehensive Review		
	Year 1	Year 2	Year 3
Revenue	113,288,820	132,190,005	120,109,493
Expenditures	110,946,045	134,237,767	120,941,895
Expenditures for Salaries and Benefits	89,941,933	91,587,811	93,642,360
Surplus/Deficit	2,342,775	-2,047,761	-832,402
Surplus/Deficit as % of Revenues (Net Operating Revenue Ratio)	2.07%	-1.55%	-0.69%
Reserve (Primary Reserve Ratio)	29.71%	23.03%	24.88%

Analysis of the Data

The district has seen a drop in FTES over the past three fiscal years; however it continues to have significant reserves and is in a good position to adjust to this decline in enrollment. Increases in revenues are largely attributable to one-time funds from the state, as well as grant funding. The significant increase in expenditures in 2015-2016 is related to a one-time transfer to fund construction on the Campus Center.

OTHER POST-EMPLOYMENT BENEFITS

Category	Reporting Years since Comprehensive Review		
	Year 1	Year 2	Year 3
Actuarial Accrued Liability (AAL) for OPEB	3,891,111	5,005,306	5,005,306
Funded Ratio (Actuarial Value of Plan Assets/AAL)	0.0%	0.0%	0.0%
Annual Required Contribution (ARC)	476,745	678,846	674,743
Amount of Contribution to ARC	133,937	117,461	144,370

Analysis of the Data

The district continues to be able to meet all OPEB obligations with ongoing general fund dollars.

ENROLLMENT

Category	Reporting Years since Comprehensive Review		
	Year 1	Year 2	Year 3
Actual Full-Time Equivalent Enrollment (FTES)	13,210.26	12,376.47	12,433.77

Analysis of the Data

District enrollments have dropped in recent years, leveling out in years two and three of this report.

FINANCIAL AID

Category	Reporting Years since Comprehensive Review		
	Year 1	Year 2	Year 3
USED Official Cohort Student Loan Default Rate (FSLD-3 year rate)	18.3	18.2	15.6

Analysis of the Data

The financial aid office now regularly conducts financial literacy workshops for students, provides them with tools to help budget their financial aid funds and information regarding loan repayment options. In addition, the financial aid office is awarding more federal work-study than in years past, which automatically qualifies students for the CalFresh Food Stamps program, and reduces the need for them to secure loans.

EVIDENCE LIST

ACTIONABLE IMPROVEMENT PLAN 1: STANDARD I.A.3 EVIDENCE LIST

- [I.A.3.1](#) Educational Master Plan version 2.3, Appendix C
- [I.A.3.2](#) College Planning Council Meeting Agenda, September 4, 2018
- [I.A.3.3](#) College Planning Council Meeting Minutes, September 4, 2018

ACTIONABLE IMPROVEMENT PLAN 2: STANDARD II.A.1.C EVIDENCE LIST

- [II.A.1.c.1](#) Increasing Value: Student Learning Outcomes at SBCC
- [II.A.1.c.2](#) Student Learning Outcomes Coordinating Committee Agenda, September 13, 2018

ACTIONABLE IMPROVEMENT PLAN 3: STANDARD II.A.2.E EVIDENCE LIST

- [II.A.2.e.1](#) Department Chair Training Session, August 15, 2017
- [II.A.2.e.2](#) Department Chair Training Session, August 16, 2016
- [II.A.2.e.3](#) 2017-2018 Program Review Evaluation Committee Annual Report
- [II.A.2.e.4](#) 2016-2017 Program Review Evaluation Committee Annual Report
- [II.A.2.e.5](#) College Planning Council Meeting Agenda, May 15, 2018
- [II.A.2.e.6](#) College Planning Council Meeting Agenda, May 16, 2017
- [II.A.2.e.7](#) Department Chair Training Session, August 21, 2018

ACTIONABLE IMPROVEMENT PLAN 4: STANDARD II.B.3.A EVIDENCE LIST

- [II.B.3.a.1](#) Assessment Center Website (Alternatives to Testing)
- [II.B.3.a.2](#) Alternatives to Testing Verification Form
- [II.B.3.a.3](#) Assessment Center Website (Alternatives to Testing for Out-of-Area Students)
- [II.B.3.a.4](#) Enrollment Services Website (Vaquero Day)

ACTIONABLE IMPROVEMENT PLAN 5: STANDARD II.C.1.C EVIDENCE LIST

- [II.C.1.c.1](#) Committee on Online Instruction Meeting Minutes, April 22, 2016
- [II.C.1.c.2](#) Committee on Online Instruction Meeting Minutes, January 27, 2017
- [II.C.1.c.3](#) Committee on Online Instruction Meeting Minutes, February 10, 2017
- [II.C.1.c.4](#) NetTutor is an Option for all Canvas Shells
- [II.C.1.c.5](#) Online Tutor in Canvas
- [II.C.1.c.6](#) Committee on Online Instruction Meeting Minutes, February 9, 2018
- [II.C.1.c.7](#) OEI Implementation Reset Email

ACTIONABLE IMPROVEMENT PLAN 6: STANDARD III.A.1.A EVIDENCE LIST

- [III.A.1.a.1](#) District EEO Plan, Finalized April 2017
- [III.A.1.a.2](#) Board of Trustees Agenda, April 27, 2017
- [III.A.1.a.3](#) Board of Trustees Meeting Minutes, April 27, 2017
- [III.A.1.a.4](#) AP 3420, Equal Employment Opportunity
- [III.A.1.a.5](#) BPAP Agenda, February 23, 2018
- [III.A.1.a.6](#) BPAP Minutes, February 23, 2018
- [III.A.1.a.7](#) Board of Trustees Agenda Item Faculty and Staff Diversity Report, November 9, 2017

ACTIONABLE IMPROVEMENT PLAN 7: STANDARD III.A.1.B EVIDENCE LIST

- [III.A.1.b.1](#) Management Team Leadership Series Flyer
- [III.A.1.b.2](#) Department Chair Workshop Agenda, August 21, 2018
- [III.A.1.b.3](#) AP 7151 Evaluation of Faculty, August 23, 2018
- [III.A.1.b.4](#) SBCCD/FA Negotiations Documented “Openers,” 2018-2019

ACTIONABLE IMPROVEMENT PLAN 8: STANDARD III.B.1.A EVIDENCE LIST

- [III.B.1.a.1](#) Schedule Building Letter, April 11, 2017
- [III.B.1.a.2](#) Department Chair Workshop Agenda, April 6, 2018
- [III.B.1.a.3](#) 25Live Implementation Announcement
- [III.B.1.a.4](#) 25Live Example of Training Schedule

ACTIONABLE IMPROVEMENT PLAN 9: STANDARD III.B.1.A EVIDENCE LIST

- [III.B.1.a.5](#) Transportation Demand Management Plan
- [III.B.1.a.6](#) SBCC Commute Goals Metrics 2017-2018 Mode Count
- [III.B.1.a.7](#) Efforts to Increase Awareness of Commuting Options
- [III.B.1.a.8](#) Collaborations with Amtrak and Traffic Solutions to Increase Commuter Options
- [III.B.1.a.9](#) SBCC Do-It-Yourself Campus Bike Shop
- [III.B.1.a.10](#) Collaboration with Santa Barbara MTD Bus Agency
- [III.B.1.a.11](#) SBCC Employee Commuter Incentives
- [III.B.1.a.12](#) SBCC Student Commuter Incentives
- [III.B.1.a.13](#) Use of Social Media for Outreach

ACTIONABLE IMPROVEMENT PLAN 10: STANDARD III.B.2.A EVIDENCE LIST

- [III.B.2.a.1](#) Timeline of Presentations, Facilities Master Plan, 2018
- [III.B.2.a.2](#) Facilities Master Plan Draft

ACTIONABLE IMPROVEMENT PLAN 11: STANDARD IV.A.2 EVIDENCE LIST

- [IV.A.2.1](#) CCG Minutes February 7, 2018, Facilities Master Plan
- [IV.A.2.2](#) CCG Minutes April 4, 2018, Assessment
- [IV.A.2.3](#) CCG Minutes March 7, 2018, Guided Pathways
- [IV.A.2.4](#) CCG Minutes May 4, 2016, Finance
- [IV.A.2.5](#) CCG Meeting Minutes Published Online
- [IV.A.2.6](#) CCG Minutes September 20, 2016, Student Equity
- [IV.A.2.7](#) Program Evaluation Committee Membership 2017-2018
- [IV.A.2.8](#) CCG Minutes October 4, 2017, Guided Pathways
- [IV.A.2.9](#) CCG Minutes November 18, 2015, Advisors Knowledge Community

SECTION II: INSTITUTIONAL EFFECTIVENESS RECOMMENDATIONS

[IER.0.1](#) ACCJC Response to Follow-up Report March 2017

INSTITUTIONAL EFFECTIVENESS RECOMMENDATION 1 EVIDENCE LIST

- [IER.1.1](#) Educational Master Plan version 2.3
- [IER.1.2](#) SBCC Institutional Assessment Calendar
- [IER.1.3](#) Educational Master Plan Annual Progress Report Fall 2017
- [IER.1.4](#) College Planning Council Agenda Item, February 6, 2018
- [IER.1.5](#) College Planning Council Meeting Minutes February 6, 2018

INSTITUTIONAL EFFECTIVENESS RECOMMENDATION 5 EVIDENCE LIST

- [IER.5.1](#) PLLUMP Process Map
- [IER.5.2](#) PLLUMP Community Forum Presentation
- [IER.5.3](#) PLLUMP Final Report September 2015
- [IER.5.4](#) FMP Proposed Process Map October 2015
- [IER.5.5](#) PLLUMP College Forums September 2015
- [IER.5.6](#) Board of Trustees Meeting Minutes, June 28, 2018
- [IER.5.7](#) 2020-2024 Five Year Construction Plan