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<td>Establish structure self study steering committee and standard committees. Establish steering committee membership and standard co-chairs</td>
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<td>Conduct self study training with all co-chairs (June 20, 2008 training by Dr. Steve Maradian, ACCJC)</td>
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<td>Review list of documents used in the 2002 self study. This will be used as a baseline for the next steps for gathering, developing, updating the necessary documents for the 2008-09 self study</td>
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<td>Create self study web site (start with the current web site and update with relevant documents, drafts, etc as the process progresses)</td>
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<td>Presentation to the BOT study session - self study preparation approach, timeline and budget</td>
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<td>Documentation for the Standards (gather, update and/or create necessary documents). Create file with supporting documentation, scan those documents for which electronic versions cannot be obtained</td>
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<td>Write Draft 1 for each standard, introduction, response to recommendation from previous self study</td>
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<td>Steering Cmte and Standard Committees review and refine Draft 1. Produce Draft 2.</td>
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<td>Disseminate Draft 2 to college community, BOT, shared governance groups. Seek feedback and input</td>
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<td>Gather feedback, make revisions, produce Draft 3</td>
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This will continue between September 08-April 09 (as new documents become available, they will be added), but the majority of the documentation should be set during Summer 08.
Institutional Self-Study for Re-affirmation of Accreditation
Committee Structure and Proposed Membership

Self Study Steering Committee

Responsibilities
- Oversee the completion of the self-study report
- Become familiar with the accreditation process, standards, themes, and expectations for
  self-study report
- Review all drafts of the report and provide feedback
- Attend all steering committee meetings
- Serve as a resource to the campus community on matters related to the college’s self-
  study and site visit

Membership
Chair: Andreea Serban

Self study co-chairs:
Administrative Co-Chair: Darla Cooper
Faculty Co-Chair: Kelly Lake

Standard Committee Administrative Co-Chairs:
Jack Friedlander
Ben Partee
Erika Endrjonas
Renee Robinson
Joe Sullivan
Sue Ehrlich

Standard Committee Faculty Co-Chairs:
Kathy Molloy
Karolyn Hanna
Judy Meyer
Ignacio Alarcon

1 CSEA Representative:
Liz Auchincloss

1 Student Representative:
Tom Fitzgerald
Institutional Self-Study for Re-affirmation of Accreditation
Committee Structure and Proposed Membership

Standard Committees

Nine committees corresponding to the nine primary areas within the standards, along with two
standard oversight groups for Standards II and III.

Standard I: Institutional Mission and Effectiveness
Administrative Co-Chair: Jack Friedlander and Ben Partee
Faculty Co-Chair: Kathy Molloy
Members: TBD

Standard II: Student Learning Programs and Services (Oversight Group)
Administrative Co-Chair: Erika Endrijonas and Renee Robinson
Faculty Co-Chair: Karolyn Hanna
Members: TBD

Standard IIA: Instructional Programs
Administrative Co-Chair: Marilynn Spaventa and Diane Hollems
Faculty Co-Chair: Sheila Wiley
Members: TBD

Standard IIB: Student Support Services
Administrative Co-Chair: Keith McLellan and Carmen Lozano
Faculty Co-Chair: Jan Shapiro
Members: TBD

Standard IIC: Library and Learning Support Services
Administrative Co-Chair: Alice Scharper
Faculty Co-Chair: Kenley Neufeld and Jerry Pike
Members: TBD
Institutional Self-Study for Re-affirmation of Accreditation
Committee Structure and Proposed Membership

Standard III: Resources (Oversight Group)
Administrative Co-Chair: Joe Sullivan, Sue Ehrlich and Paul Bishop
Faculty Co-Chair: Judy Meyer
Members: TBD

Standard IIIA: Human Resources
Administrative Co-Chair: Pat English and Susan Danielson
Faculty Co-Chair: Gordon Coburn
Members: TBD

Standard IIB: Physical Resources
Administrative Co-Chair: Julie Hendricks, Joe Sullivan and Alex Pottmon
Faculty Co-Chair: Adam Green
Members: TBD

Standard IIIC: Technology Resources
Administrative Co-Chair: Paul Bishop, Doug Hersh and Francisco Martin del Campo
Faculty Co-Chair: Laurie Vasquez
Members: Liz Auchincloss and others TBD

Standard IID: Financial Resources
Administrative Co-Chair: Leslie Griffin and Myrta Berry
Faculty Co-Chair: Sue Block
Members: TBD

Standard IV: Leadership and Governance
Administrative Co-Chair: Andreea Serban
Faculty Co-Chair: Ignacio Alarcon
Members: Liz Auchincloss and others TBD
# Budget for Preparation of Institutional Self Study for Re-affirmation of Accreditation and October 2009 Site Visit

## Fiscal Year 2008-09
- Faculty co-chair release time (fall 08 and spring 09) and stipends (summer 08 and 09) $34,000
- Administrative assistant support (10 hrs/wk x 40 weeks) $4,800
- Materials, supplies and duplicating $5,000
- Travel of ACCJC staff member to train SBCC standard co-chairs $1,000
- Contingency $5,000

Subtotal $49,800

## Fiscal Year 2009-10
- Cost of the visit (e.g. team travel, lodging, meals on and off campus) $30,000
- Materials, supplies and duplicating (includes production and printing of institutional self study report) $18,000
- Fee for visit
- Contingency $5,000

Subtotal $53,000

**Total** $102,800
STUDENT LEARNING, ACHIEVEMENT, AND DEVELOPMENT

Goal 1. Increase Credit Division student success through innovative instruction and student support programs that address the needs of a diverse college population.

Objective 1.1 – Achieve the objectives in the Partnership for Student Success to increase participation and improve success and persistence in or through the following programs:
- Gateway Program
- Online College
- Writing Center
- Math Lab
- Academic Achievement Zone

Objective 1.2 – Increase the percentage of students successfully completing courses, persisting from term to term, earning degrees and certificates, transferring to four-year institutions, and completing career technical programs.

Objective 1.3 – Increase the percentage of students who progress from level to level in the basic skills and ESL sequences.

Objective 1.4 – Increase the percentage of students who enter ESL and Basic Skills classes and who transition to college level courses within a four-year attendance period.

Objective 1.5 – Initiate the SLO cycle in at least 90 percent of all credit courses and programs and complete the SLO cycle in at least half of all credit courses and programs.

Objective 1.6 – Use current and new technologies that are designed or can be adapted to enhance student learning.
STUDENT LEARNING, ACHIEVEMENT, AND DEVELOPMENT

Goal 2. Increase Non-Credit Division student success through innovative instruction and student support programs that address the needs of a diverse college population.

Objective 2.1 – Increase the rates for course completion, persistence from level to level, and certificate completion in the Adult High School/GED, ESL, and short-term technical training programs.

Objective 2.2 – Increase by a minimum of 3% the number of students being served by the non-credit matriculation program.

Objective 2.3 – Increase by a minimum of 3% the number of students who transition from non-credit to credit.

Objective 2.4 – Implement the SLO cycle in all non-credit courses eligible for enhanced funding.
GOALS AND OBJECTIVES
College Plan 2008-2011

OUTREACH, ACCESS, AND RESPONSIVENESS TO THE COMMUNITY

Goal 3. Increase access to education for all segments of the community that can benefit from the college’s programs and services.

Objective 3.1 – Achieve the college’s annual enrollment targets.

Objective 3.2 – Identify those segments of the community that are underserved by the college and implement strategies to increase their participation.

Objective 3.3 – Explore and implement strategies to reduce the cost of textbooks for students.

Objective 3.4 – Use technology in new ways to improve how we promote the college to potential students.

Objective 3.5 – Participate in the Cal-PASS data-sharing program to improve articulation with area high schools and universities.

Objective 3.6 – Increase proportion of non-credit FTES by a minimum of 3% in non-credit enhanced-funded courses (i.e., Adult High School, GED, ESL and short-term, career technical training).

Objective 3.7 – Add web-based registration options for non-credit students.

Objective 3.8 – Expand credit offerings at off-campus centers and locations.

Objective 3.9 – Increase the number of online courses, certificates and degrees that meet the needs of students and the community.
FACULTY, STAFF, AND ADMINISTRATORS

Goal 4. Strengthen the recruitment, performance and professional growth of faculty, staff and administrators.

Recruitment:

Objective 4.1 – Increase the number of diverse candidates applying for faculty, staff and administrator positions at the college.

Objective 4.2 – Increase the diversity of faculty, staff and administrators at the college.

Retention:

Objective 4.3 – Evaluate the effectiveness and impact of the College’s efforts to provide alternative transportation, flexible work schedules, and telecommuting options to employees. Implement reasonable modifications necessary to these programs to maintain and improve effectiveness.

Objective 4.4 – Conduct Fall 2008 workplace satisfaction survey of faculty, staff and administrators: develop and implement strategies to enhance workplace satisfaction based on findings.

Objective 4.5 – Develop and implement strategies to help faculty, staff and administrators adapt to the changing college environment.

Objective 4.6 – Identify retention strategies focused on new faculty and staff to include expanded, standardized orientation materials and mentoring programs for new full-time employees.

Objective 4.7 – Provide opportunities to encourage professional growth and career advancement.

Objective 4.8 – Develop a training program for non-credit faculty designed to promote Student Learning Outcomes.

Objective 4.9 – Develop and implement a non-credit course evaluation and a faculty evaluation process to enhance the teaching and learning process.

Objective 4.10 – Seek out and support projects/programs to increase access to affordable housing for faculty, staff and management.
GOVERNANCE, DECISION SUPPORT, AND FISCAL MANAGEMENT

Goal 5. Establish college-wide accountability systems that are based on quantitative and qualitative data and linked to planning and budgeting.

Objective 5.1 – Develop and implement a technology-based decision support system to provide easy and prompt access to data.

Objective 5.2 – Complete the program review process for each administrative unit of the college.

Objective 5.3 – Link program reviews, technology plans for departments/divisions, and other evaluation processes to college-level planning and resource allocation.

Objective 5.4 – Complete the implementation of Banner and associated third party software applications and refine business processes in the context of this implementation.

Objective 5.5 – Complete an assessment of alternative resource allocation models used throughout the state for possible implementation at SBCC for allocating resources that effectively address existing as well as emerging staffing and infrastructure needs.

Objective 5.6 – Complete the non-credit software conversion, implement related business practices needed to support this conversion, and wherever possible align these practices with those used in the credit division.

Goal 6. Ensure each constituency group has a role in the consultative process.

Objective 6.1 – Evaluate existing processes for each constituency group’s participation in shared governance and make needed changes to increase timely and effective participation.
Goals and Objectives  
College Plan 2008-2011

FACILITIES, CAPITAL PROJECTS, AND MAINTENANCE

Goal 7. Implement the long range capital construction plan.

Objective 7.1 – Serve as a leader in the community for sustainable practices to reduce the college’s impact on the environment.

Objective 7.2 – Ensure that the ongoing costs for the staff needed to support any new facilities are included in planning.

Objective 7.3 – Implement the plans for the capital construction projects funded by the 2008 Bond measure (if approved).

Objective 7.4 – Achieve the School of Media Arts Capital Campaign goal to raise a minimum of $5.5 million.

Goal 8. Create an optimal physical and technological environment that ensures the best service to students and the local community.

Objective 8.1 – Ensure that the planning for any modernization of existing facilities or creation of any new facilities includes the infrastructure required for emerging technologies.

Objective 8.2 – Improve the utilization of facilities and other college resources in instruction and student support programs.

Objective 8.3 – Complete the project to provide universal access to existing and new facilities, including the completion and implementation of the ADA transition plan.

Objective 8.4 – Upgrade the network infrastructure to support convergence of voice, data and video.

Goal 9. Maintain the college’s physical environment.

Objective 9.1 – Evaluate the effectiveness and level of staffing to maintain the physical environment so that it conforms to health and safety standards.

Objective 9.2 – Repair or replace deteriorating infrastructure.
Mission Statement

Santa Barbara City College is committed to the success of each student, providing a variety of ways for students to access outstanding and affordable higher education programs that foster lifelong learning. SBCC works to ensure academic success for all students as they earn a degree or certificate, prepare for transfer, or gain the occupational competencies and academic skills needed to advance in their careers.

The College serves all segments of its diverse community by maintaining quality programs, by collaborating with local organizations to identify new educational needs and develop programs to meet those needs, and by continually expanding its efforts to meet the educational needs of traditionally underserved groups. The College responds to the needs of the South Coast community by offering a comprehensive continuing (adult) education program and developing programs that support economic development. As part of that larger community, SBCC is also committed to valuing the dynamic diversity of the community and to adopting sustainable practices and exercising good citizenship.

SBCC promotes student learning and development through the attainment of Institutional Student Learning Outcomes that measure student achievement in critical thinking, problem solving, and creative thinking; communication; quantitative analysis and scientific reasoning; social, cultural, environmental, and aesthetic perspectives; information, technology, and media literacy; personal, academic, and career development.

Core Principles

Santa Barbara City College encourages and supports instructional improvement and innovation that increases the quality and effectiveness of its programs based upon these core principles:

- Policies, practices and programs that are student-centered
- Shared governance involving all segments of the College community
- An environment that is psychologically and physically supportive of teaching and student learning
- A free exchange of ideas in a community of learners that embraces the full spectrum of human diversity
- A commitment to excellence in all College endeavors