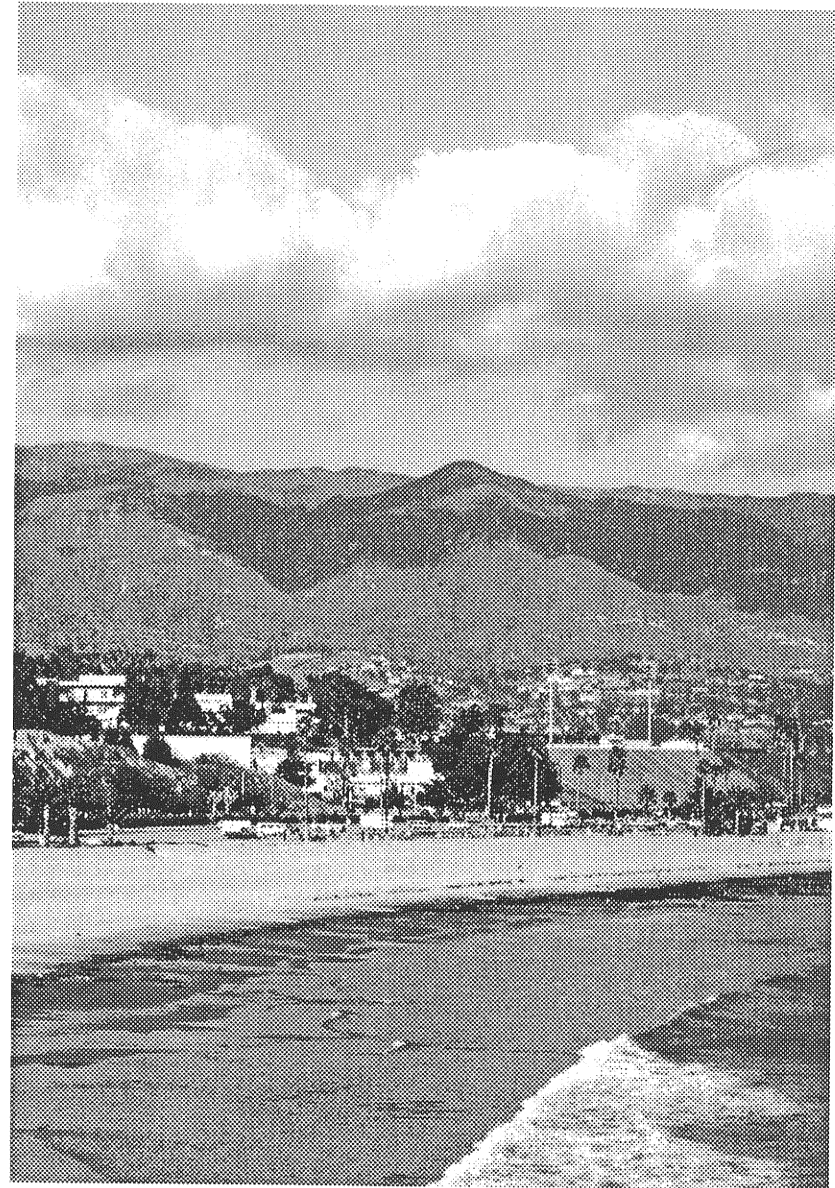# Institutional Self-Study for Reaffirmation of Accreditation

Santa Barbara City College

October 1996

Report of

Institutional Self-Study

For Reaffirmation of Accreditation

Prepared and submitted by:

Santa Barbara City College

721 Cliff Drive
Santa Barbara, California 93109-2394

October 1996

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Santa Barbara Community College District

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

Certification of the Institutional Self-Study

June 1996

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

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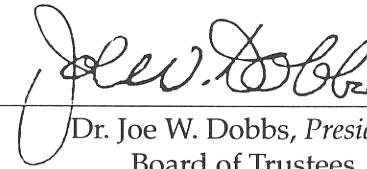   Santa Barbara, California 93109-2394

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

We certify that there was broad participation by the campus community in preparing the report, and we believe that it accurately reflects the nature and substance of Santa Barbara City College from the standpoint of the Standards of Accreditation and the goals of Project Redesign.

_____
Dr. Peter R. MacDougall,
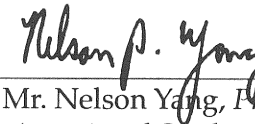*Superintendent/President*

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Dr. Joe W. Dobbs, *President*
Board of Trustees

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Ms. Kathleen O'Connor, *President*
Academic Senate

_____
Mr. Nelson Yang, *President*
Associated Student Body

_____
Ms. Patricia Canning, *Chair*
Classified Council

i

Steering Committee

The Self-Study Steering Committee consists of a representative body of College faculty, staff, students and administration. Existing governance structures have served as the principal planning, consultative and coordinating groups for the Self-Study. The group providing centralized leadership is the College Planning Council. The following members of the Santa Barbara City College campus community serve as chairs and co-chairs for the writing and documentation of the College's compliance with the Eight Accreditation Standards:

Dr. Peter R. MacDougall, *Superintendent/President;* Steering Committee Chair; Co-Chair for Standard 8

Mrs. Lynda Fairly, *Vice President, Student Affairs;* Chair for Standard 3

Dr. Jack Friedlander, *Vice President, Academic Affairs;* Co-Chair for Standard 2

Dr. Charles Hanson, *Vice President, Business Services;* Co-Chair for Standards 6 and 7

Mr. Dan Oroz, *Vice President, Human Services;* Chair for Standard 4

Mr. John Romo, *Vice President, Continuing Education;* Co-Chair for Standard 2

Mr. Bill Hamre, *Associate Vice President, Information Resources;* Co-Chair for Standard 1; Accreditation Liaison

Ms. Kathleen O'Connor, *President, Academic Senate;* Co-Chair for Standards 2 and 8

Mr. Nelson Yang, *President, Student Senate*

Mr. Charles T. Garey, *Professor, Theatre Design and Technology;* Co-Chair for Standard 1

Mr. David Kiley, *Librarian;* Co-Chair for Standard 5

Mr. George Gregg, *Director of Educational Technology/Computer Services;* Co-Chair for Standard 5

Mr. Granville Knox, *Director, Facilities and Operations;* Co-Chair for Standard 6

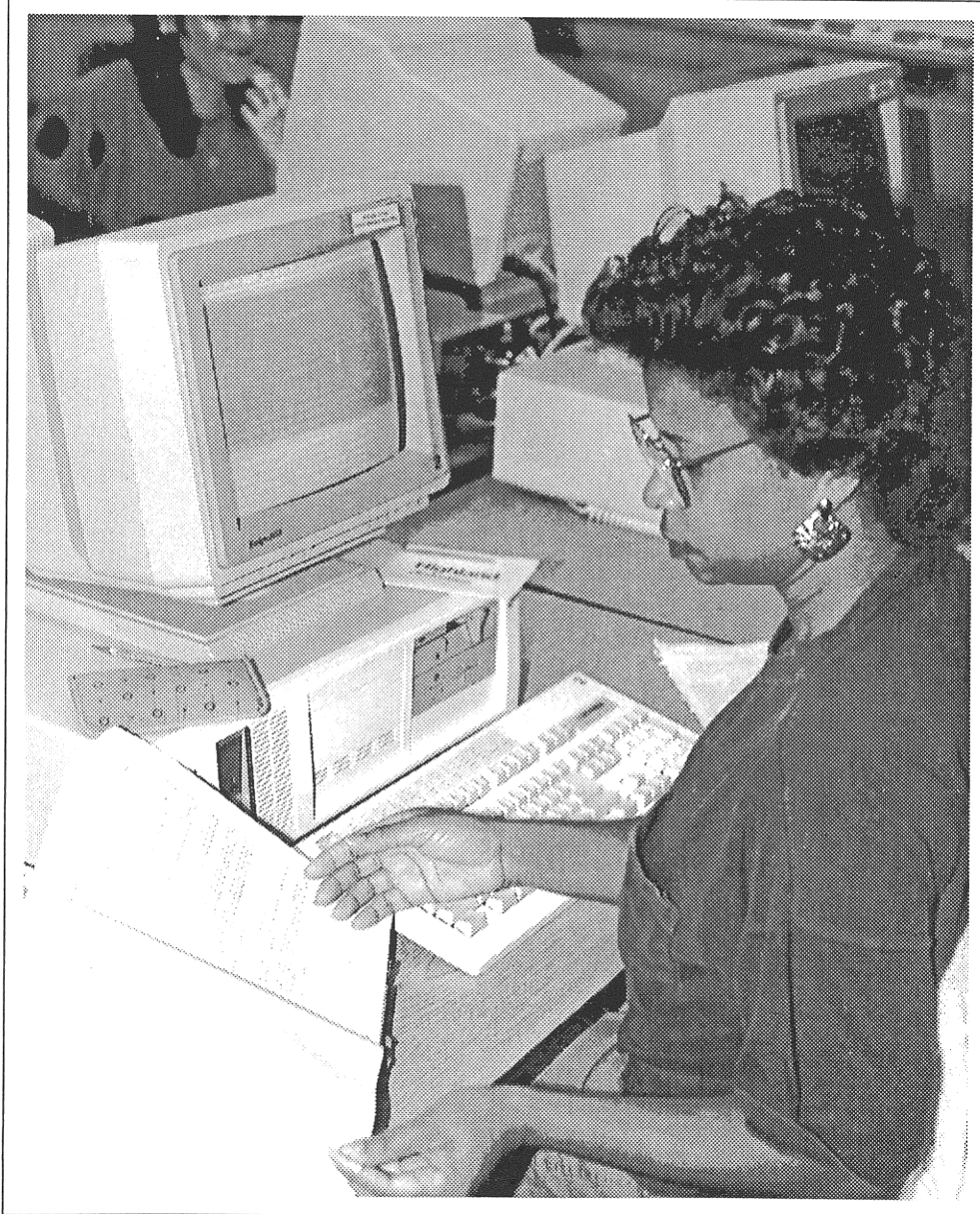**Mr. David Pickering,** *Controller;* Co-Chair for Standard 7

Mrs. Janice Peterson, *Assistant Professor, Communication;* Self-Study Coordinator

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Santa Barbara City College's Focused Self-Study: Background

A. Compatibility of objectives between Accreditation and Project Redesign

The Western Association of Schools and Colleges, through the accreditation process, and Santa Barbara City College, with its Project Redesign, demonstrate common aims expected of institutions dedicated to the advancement of student achievement and the attendant enrichment of a society that embraces the professional and civic contributions of an educated populace. The Accrediting Commission's primary focus is to foster educational quality—a purpose shared by SBCC and its Project Redesign.

The Accrediting Commission supports the principle of individuality for colleges within the accreditation process, while assuring conformity to eight general standards of institutional excellence. SBCC's request to the Commission for an alternative approach to re-accreditation appealed to such constructive idiosyncrasy. The Commission's affirmative response to the College's approach validates its support for controlled experimentation in the accreditation process.

In 1906, three years before Santa Barbara City College was established, the philosopher and poet, George Santayana, affirmed the importance of tradition amid change:

> Progress, far from consisting in change, depends on retentiveness.
>   When change is absolute there remains no being to improve
>   and no direction is set for possible improvement;
>   and when experience is not retained, as among savages,
>   infancy is perpetual.

Mexican poet, Octavio Paz, set forth the constructive tension between the two:

> Wisdom lies neither in fixity nor in change,
>   but in the dialectic between the two.

The ACCJC has affirmed the relationship between the known and the unknown, between standardization and experimentation, and between fixity and change by granting Santa Barbara City College permission to pursue accreditation according to both the retention of eight established standards and the application of an institutional change initiative known as "Project Redesign." Throughout this self-study process, the College has focused on improving both educational quality and institutional effectiveness.

B. ACCJC approval for Santa Barbara City College to conduct an experimental reaccreditation process (Self-Study and Accreditation Team visit)

On March 13, 1995, Dr. Peter R. MacDougall, Santa Barbara City College Superintendent/President, wrote to Dr. John Petersen, Executive Director of the Accrediting Commission for Community and Junior Colleges, to request consideration of a "specialized accreditation visit to Santa Barbara City College during the 1996-97 academic year"(I.6.a). The motivation for Dr. MacDougall's inquiry arose from a report by the ACCJC External Review Team, titled, "Creating Itself Anew: ACCJC Faces the Future." One of the review team's recommendations noted that "The Commission systematically should experiment with the accreditation process." The detailed suggestion noted:

> To encourage purposeful experimentation in the process, the Commission should encourage innovative alternatives to current practice. For example, the Commission might allow institutions which have met a certain threshold of achievement on standards in previous evaluations and currently appear to be solid to use alternative methods for self-study and peer review in the next cycle.

Dr. MacDougall expressed a belief that an accreditation external review that focused on the work SBCC is doing with Project Redesign "would meet both the criteria of accreditation and support and strengthen the work the College is doing to improve its

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functioning." He attached a seven-page outline of Project Redesign and explained the essential goals. The College "seeks to effect dramatic improvements in how we serve our students, the public and one another." Dr. MacDougall asked for ACCJC's consideration of SBCC's solid record, including the positive results of the College's last three accreditation visits, the stability of leadership at SBCC, proven accomplishments in transfer, occupational education, institutional research and planning, and strong commitments to an ongoing focus on accreditation and institutional assessment.

On behalf of the ACCJC, Dr. Petersen responded affirmatively to SBCC's request for an experimental self-study on June 20, 1995 (I.6.b.), subject to the following conditions:

1. *The College may follow a process of its choosing to conduct the self-study.*

2. *The process should yield a product which a visiting team and the Commission can evaluate.*

3. *The product should present evidence that the Standards for Accreditation are met or exceeded.*

Because of the experimental nature of SBCC's self-study, the College maintained especially close contact with the ACCJC. Dr. Petersen and Dr. MacDougall conducted follow-up correspondence to confirm plans for developing the self-study and providing the necessary background information on Project Redesign to the chair and members of the visiting team. Dr. Judith Watkins, ACCJC Associate Director, visited the campus and participated in a College Planning Council meeting to discuss the Commission's expectations with the membership. Dr. Watkins and SBCC's Self-Study Coordinator, maintained a dialogue in order to maintain clarity of expectations. The Self-Study Coordinator and SBCC's Accreditation Liaison participated in a Pasadena City College workshop on the accreditation process. In all efforts associated with the self-study, the College has tried to maintain effective communication, both within the institution and with Commission staff.

C. Areas of departure from the traditional Accreditation process.

There are two areas of departure from the traditional accreditation process. The first divergence from the usual practice involves the detail of coverage within the Eight Accreditation Standards. As will be noted in reading Part III of this self-study, the College has elaborated discussion of each standard primarily to the sub-heading (e.g. I.A., I.B., I.C.), rather than to the lowest level (I.A.1, I.A.2, I.A.3 and so forth). Nevertheless, the College followed a focused and thorough process to verify that each of the Accreditation Standards is being met.

Standard leaders and co-leaders have worked diligently, first with their respective advisory groups, and then with campus-wide consultation, to ensure that the depth of the College's treatment of the standards is comprehensive and reflective of SBCC's compliance with Dr. Petersen's letter authorizing the experimental self-study.

The second divergence involves the inclusion of Project Redesign, an institutional case study exploring the impact this massive effort has had and is predicted to have on Santa Barbara City College—again from the perspective of the ACCJC standards. The self-study has been designed to incorporate tradition and innovation in a readable format, the development of which will be described in the next section.

D. Methods for covering the Eight Standards of Accreditation and the focus on Project Redesign

Upon confirmation of the authorization granted to SBCC to conduct an experimental self-study, the College's first task was to develop a framework for the document that would clearly and substantively cover all necessary elements to the satisfaction of readers within, as well as external to, the College community. A major aim centered on the clarity necessary for members of the visiting team to understand the fundamentals of Project

Redesign from multiple vantage points, including why SBCC initiated the redesign project, what defines and operationalizes Project Redesign, what benefits are accruing and expected to result from the effort, and, most important, how the collective undertaking influences the Eight Standards for Accreditation.

The structure of this self-study report represents SBCC's best judgment on how to meet the needs described most effectively. It was determined that approaching the self-study in two phases would be most effective. Phase 1 would focus on certifying that the College was meeting the standards and Phase 2 would illustrate constructive change, as viewed through the eight ACCJC standards and their relationship to Project Redesign. The duplicated format of covering the eight standards first from the angle of tradition and then through the lens of Project Redesign is expected to both meet the stated requirements of ACCJC and eliminate confusion.

The next step in the process of constructing the self-study was to identify and recruit key members of the campus population to serve as chairs and co-chairs for each of the eight standards. Once involved and oriented on the approach SBCC would be taking to accreditation for the 1996 self-study, these SBCC leaders contacted the advisory groups and individuals on whom they would rely for preparing information and documentation. A hallmark of the experimental methodology is its reliance on existing governance structures for review and comment on the self-study report.

Working collaboratively with the College Superintendent/President, the Accreditation Liaison and the Self-study Coordinator wrote instructions for the Standard Chairs and Co-Chairs to be carried out in two phases. The first phase focused on the traditional ACCJC standards with the modifications noted in Section I.C above. The second phase addressed the impact of Project Redesign on the eight standards. Over the past several months, drafts of the accreditation documents have been distributed throughout the institution for consultation and editing for final copy.

SBCC's Project Redesign: Background

E. Essential elements of Project Redesign

1. Background (Purpose, Vision Statement, Goals and Objectives, Strategy)

a. Purpose

Santa Barbara City College, along with other California community colleges, has recently been confronted with enormous challenges. California's funding of its community colleges has deteriorated at an unprecedented and alarming rate. For SBCC, this has translated into more than $2 million in lost revenue over the past two and one-half years. Conventional responses to reducing expenses, such as increasing class size and instructor course loads and/or reducing programs and services, were determined to be inadequate as strategies for yielding sufficient savings for SBCC to operate effectively within the revenue available.

Today's challenges require more. SBCC concluded through the College's principal campus-wide governance group, the College Planning Council, that we must rethink and restructure the core processes of the College. To do so, SBCC is committing itself to comprehensively applying reengineering principles and Continuous Quality Improvement (CQI) methodologies to core processes in business services, instruction, student services, instructional support, and other administrative functions.

Over the years, the College has developed a powerful strategic planning process with a goal to continuously improve and refine its teaching and learning processes. We are now building on this foundation through Project Redesign.

Project Redesign is seen as the primary vehicle through which the faculty and staff of Santa Barbara City College will significantly improve the quality of our instructional and student services programs, substantially enhance campus services, and

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realize the cost savings needed to support College operations and provide adequate levels of compensation.

b. Vision Statement

Santa Barbara City College will become a model community college for the 21st century through ongoing innovation and renewal.

The College will provide the most responsive and effective instructional programs and support services to meet the diverse educational needs of our students and community.

The College will foster a climate which embraces mutual regard and caring among campus community members who will feel a sense of pride and ownership in their work.

c. Goals and Expectations

The goal of Santa Barbara City College's reengineering effort, called Project Redesign, is to significantly increase institutional effectiveness by evaluating and dramatically changing (reengineering) the College's means of delivering its instructional and student support services programs, as well as its administrative support processes.

Specifically, we will:

(1) *Transform college practices to effectively meet future challenges*

(2) *Improve quality of instructional programs and support services*

(3) *Develop client-focused operations*

(4) *Enhance the fiscal condition of the College*

(5) *Effectively use technology*

d. Strategy

Higher education's predicament is such that continued institutional effectiveness depends on operating with a greater responsiveness to the customer, with an increase in the quality of programs and services, while doing so in a more cost-effective manner.

SBCC has concluded that it can achieve these ends (increasing program quality, improving customer services and reducing expenditures) by the systematic application of reengineering principles, followed by the implementation of a program of Continuous Quality Improvement.

This is the focus of the Redesign Project at Santa Barbara City College: the application of reengineering principles, followed by Continuous Quality Improvement. Project Redesign is a strategy for radically restructuring the way SBCC does business. Its approach envisions an institutional change model that affects all components of the College.

The strategy essential to the redesign effort involves systematically determining the College's core processes, selecting those to be redesigned, establishing College redesign teams, and committing those teams full-time over two to four weeks to redesign the selected College processes. The "redesign reports" will then be used to build prototypes and to test for subsequent implementation.

2. Initial Development (Leadership, Project Management, Campus Involvement, SBCC Core Processes and Team Charge)

a. Leadership

(1) Leadership for Project Redesign is being provided by the College Superintendent/President and the College's primary shared governance/leadership group—the College Planning Council (CPC). The Council was the Steering Committee for Project Redesign and is responsible for the project's being conceived and initiated. The Council will continue to be informed on the progress of Project Redesign and consulted when College-wide resources, beyond those allocated to College departments, are needed to implement the redesigned processes.

To foster full involvement from the faculty and academic units, an instructional redesign leadership team was developed to supplement the College-wide team. Leadership for this team is

provided by the Vice President for Academic Affairs and Academic Senate leaders.

(2) *Role and Responsibility of College Planning Council*

CPC's role as the Steering Committee for Redesign was developed to implement the framework for the project. This responsibility included creating a mission statement, and further defining that mission statement into specific, achievable goals.

Once project goals were defined, CPC identified and prioritized the institution's core processes. Out of the over 100 processes identified, 20 were selected to be redesigned. CPC was also responsible for the oversight of the creation of project team end-results and constraints and had input on team selection. CPC's involvement continues by being apprised of team recommendations, and setting College-wide priorities for funding project implementation.

b. **Project Management**

(1) *Composition*

A management coordinating team (Technical Team) has been appointed to manage Project Redesign under the overall direction of the Superintendent/President.

One individual has responsibility for the coordination of the Redesign Project and individual teams. This coordination includes budget management, team trouble-shooting, as well as project reporting.

A second person serves as overall project training coordinator, and as a resource to the instructional component of redesign.

The third project management team member is the information technology support person. Coordination of Project Redesign team outcomes in regard to technological development and application of IT tools, wherever possible, in carrying out the redesign goals are the central responsibilities for this person.

(2) *Technical Team Responsibilities*

The Technical Team is responsible for creating an organizational infrastructure to support and monitor the implementation of the program framework defined by CPC.

The support infrastructure includes a number of meetings with the Team Leaders and Process Owners to ensure that teams have the necessary resources to be successful. An extensive training program has been developed to address the needs of those leading teams, as well as team members. An important and time-consuming role of the Technical Team is trouble-shooting; e.g., supporting the teams as needed, to ensure their successful completion of the redesign process.

Project Redesign is a complex process that involves a number of people and projects that are interdependent and can create significant management challenges. Attention to detail and vigilant support have assisted in averting setbacks, while supporting achievements.

As more teams are involved, the demands on project management will increase. The Technical Team's role in identifying and resolving problems so as to ensure effective project management will be critical in assuring project success.

c. **Campus Involvement (*Communication Committee*)**

To avert the causes for why many redesign projects fail, a Communication Committee was established by the CPC to develop understanding of, and support for, Project Redesign.

A number of methods have been put into place to facilitate ongoing two-way communication concerning Project Redesign. A survey was conducted to gauge the general understanding of employees. As a result of the survey, a newsletter has been created to continue to inform the College community about Project Redesign successes and milestones. Small group meetings have also been used to keep the College informed about Project Redesign progress. College faculty and staff participated in an in-service day activity in which Project Redesign was the focus. All members of the College community received information, asked

questions, and had them answered. The Communication Committee's work is continuous throughout the process and vital for success.

Through the work of an Academic Affairs Leadership Team, faculty from all divisions of the College, through discussion papers and division meetings, have been informed of Project Redesign and asked to consider projects for instructional redesign through a formal proposal process.

d. Core Processes

CPC identified more than one hundred core and sub-processes. CPC then selected 20 core and sub-processes most critical to the success of the institution.

The identification of core processes was a major responsibility of the project leadership, and these core processes became the focus of redesign. No single task has more of an impact on the direction or scope of change as does the selection and definition of core processes. The processes initially targeted for redesign are as follows:

- Student Access to Information
- Assessment/Advisement of Students
- Credit Registration
- Non-Credit Schedule Development
- Financial Aid
- Non-Credit Registration
- Credit Schedule Development
- Computer Allocation
- Reprographics
- Student Fee Payment
- Purchasing
- Computer Training
- Payment of Claims
- Employment
- Access to SBCC Information
- Marine Diving Technology: Delivery of Instruction and Curriculum Modularization

- Assessment/Objective Testing in Courses
- Learning Support Services; Tutoring
- Delivery of Instruction in English as a Second Language and Foreign Language Courses
- Large-Class Lecture Courses and Multiple-Section Courses

e. Focus for Redesign Teams

CPC developed an outline for teams which included the definition of the purpose and scope of each redesign project. Each team received a "team charge," which consisted of answers to the following eight questions:

(1) What is the end-result of the redesign project?
(2) Who is the team leader?
(3) Who is the process owner?
(4) Who will the team members be?
(5) What are the constraints of the project?
(6) What are the resource requirements for the project and the team?
(7) What team preparation is needed?
(8) What will the start and end dates be?

f. Team Activity

The CPC developed charges for the 20 teams. The teams dedicate approximately 75 percent of their time for two to four weeks to redesign a process. The end-product is a team report which outlines the redesigned process and provides support documentation to detail how the new process improves services to the client and does so in a more efficient manner.

Team composition is critical to success. Team members must be enthusiastic and willing to think beyond current boundaries, embrace the reengineering methodology, and address the challenge of change. Each team consists of 8 to 10 people from cross-functional areas.

The following is a list of background characteristics of team members: Team Leader, Process Owner, Internal (individual who

knows the function), External (individual who knows nothing about the function), Downstream (individual receives information or services from the function), and Upstream (individual who feeds information or services to the function) and a member with expertise in technologies.

The team's work is viewed as a college priority. Since the team's time on task is a specified amount of time, the resources needed to support the team must be provided. The institution must understand the importance of the work being accomplished and do its utmost to support the team in its efforts.

The team experience is rewarding and often draining. It is difficult for the members of the teams and for staff members in their departments who must carry out their work while being short-handed. It is important to keep everyone involved and informed. Following a team experience, members often become the biggest supporters and best ambassadors for Project Redesign.

3. Implementation

The success of Project Redesign will ultimately be judged by two factors:

a. Were team recommendations implemented?

b. Did the outcomes of the projects provide change that significantly increased services to the client and do so in a more cost-effective manner?

As team reports are reviewed in consideration of implementation, the above references will be the primary factors in arriving at a positive recommendation.

Carrying out Project Redesign is a complex process involving the coordination of a general plan, a series of specific team plans, and, ultimately, a plan for implementation. The individual team plans must be coordinated with one another successfully in order for the overall project to be implemented efficiently and effectively. Such coordination is particularly important as it relates to the development of technology and cross-organizational issues.

The Technical Team developed a training guide and structure to help support implementation.

4. General Blueprint for Project Redesign

The blueprint identifies the Project Redesign timeline and a means for identifying and monitoring the specific tasks that need to be completed to carry out SBCC's Project Redesign.

This blueprint provides overall guidance for the Technical Committee on the College's redesign activities. The blueprint also assists CPC in understanding the sequence of activities, timeline and tasks that will be completed to carry out the project. In addition, the general blueprint enables the implementation and monitoring of all phases of the project and prepares CPC to receive final reports and anticipate resource requests that will be forthcoming. The plan also enables the Technical Committee to identify tasks that may need strengthening; e.g., campus communication, and provide advice as to how that may be accomplished.

Blueprints for the technical team are *essential* for project monitoring and implementation. They assist in providing a mechanism by which the timely and comprehensive review of responsibilities and followup to individual tasks can occur.

5. Evaluation

CPC developed measurable goals and objectives which were used as a guide in selecting the core processes, and developing and refining the team charges. These goals will also be used to evaluate the success of individual teams.

In the final evaluation, the college will determine if the team's "end-results"/goals were achieved. The evaluation will be from two standpoints:

• If the project was accomplished in a manner that enables SBCC to serve students, staff or other "customers" with significantly greater effectiveness; and

• If there has been a cost savings or significant increases in efficiencies.

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Continuous Quality Improvement (CQI) will be employed to evaluate the implementation of new processes. Measurements will be developed to gauge effectiveness and make determinations on necessary alterations for the future.

The scope and breadth of Project Redesign is diverse and vast. The goals and objectives for each team act as building blocks to the overall success of Project Redesign. Despite the complexity of this Project Redesign undertaking, the CPC determined that the success of Project Redesign could be defined by two critical factors. These are the impact on the client and fiscal impact for the College. Each project must demonstrate a positive outcome for our students, and must reflect a more efficient and cost-effective manner of doing business.

Ultimately, the success of Project Redesign at SBCC will rest on our ability to offer better service to our students in a more efficient manner, thus meeting our institutional goals for Project Redesign and ultimately achieving our stated vision.

6. Process Dynamics and Implications for Future Direction

Inherent within a process experimentation and exploration like Project Redesign is the collective nature of change. Redesign is a dynamic activity with new courses of action being charted and others revised on a fairly continual basis. Such is the reality when one is moving across previously unknown territory. SBCC assesses its consistency over time as a strong point. The College planned rigorously for the undertaking and incorporated the available means of prediction and control. Nevertheless, new challenges emerged and continue to surface.

For example, as the College's progress advanced, new consulting needs arose. From the project's beginning until the present, three professional consultants have joined SBCC in shaping the outcomes of redesign. As might be expected, each one of them offered slightly differing perspectives on substance and goals— necessitating accommodations and adjustments from the College on such things as training, team support, implementation mechanisms, and measurements of success.

For purposes relevant to the self-study, it should also be noted that redesign is a work in progress. Although the planned complement of redesign teams will have largely completed team activity by the time of the visiting Accreditation Team's arrival, implementation of recommendations and continuous quality evaluation and improvement of redesign success will continue.

II. Methodology for Completing the Self-Study

At the outset of discussion on the accreditation self-study, particularly the experimental elements, the College Superintendent/President, the Accreditation Liaison and the Self-Study Coordinator conferred to consider the clearest way of approaching the accreditation documentation. It was imperative that members of the College community understand the approach, support it, and contribute to the development of the Eight Standards. Discussions were undertaken with principal governing bodies to initiate and complete the self-study. These discussions have continued throughout the process.

Once the basic structure of the self-study outline was determined, instructions were drawn up for the standard chairs and co-chairs for the writing of Phase 1 (followup on the recommendations of the previous (1990) team and verification that the standards are being met). A September 25, 1995 memorandum (II.1. a) to the coordinators for the development of the Eight Accreditation Standards detailed the operational guidelines for the preparation of Phase 1 of the SBCC Self-Study. The letter outlined the background of the experimental self-study, set forth expectations for completing the responses to the previous accreditation team, and explained the process for verifying that each standard is being met. Each standard chair and co-chair received the Mid-Term Report to the Accrediting Commission for Community and Junior Colleges, the appropriate Accreditation standard, and a listing of minimum support materials for the standard. A deadline of December 1 was established and the standard leaders were invited to seek assistance from the College's

Superintendent/President, the Self-Study Coordinator, or the Accreditation Liaison. Those who solicited feedback or advanced questions received the desired assistance in a timely manner. Drafts were submitted, collated and distributed for campus review, both in hard copy and electronically through the campus e-mail. Appropriate governance groups were consulted on the self-study's coverage of the standards, and provided review and comment on draft materials for Phase 1.

On November 6, 1995, standard chairs and co-chairs received a memorandum (II.1.b) which provided instructions for completing the second phase of the self-study. At the request and recommendation of the ACCJC staff, self-study contributors were asked to again maintain focus on the Eight Standards, this time exploring the implications and impact of Project Redesign. The letter noted in summary that, "We will be communicating to the visiting team and ACCJC how we feel Project Redesign is affecting our institution and, in doing so, will be using the perspective of the accreditation standards." The challenging nature of this activity was acknowledged and colleagues working with Phase 2 were encouraged to raise any and all questions. The memorandum set forth a deadline of March 15. Procedures followed with Phase 1 continued with Phase 2, and the standard chairs were able to successfully complete their work. Throughout the development of the self-study (II.2.), College personnel have adapted to the needs of the experimental accreditation process conscientiously and professionally.
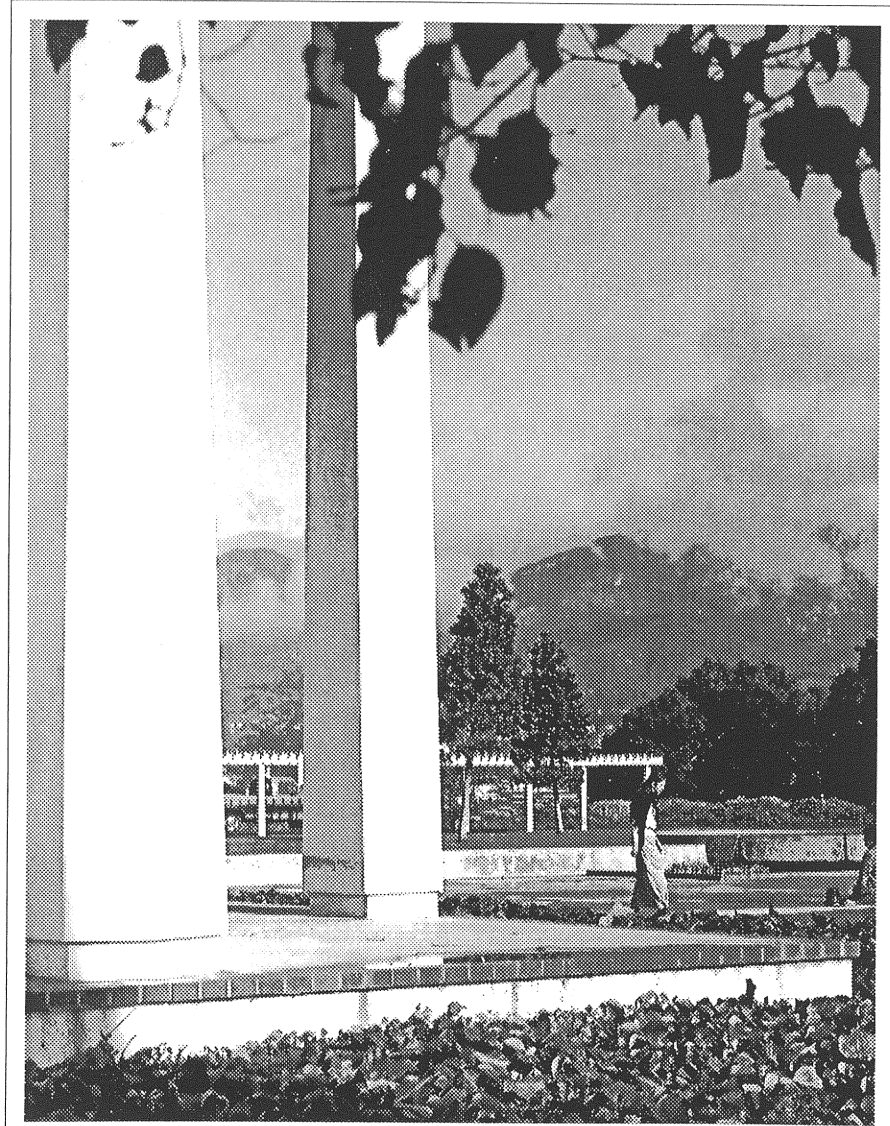
III. Responses to Recommendations of Previous Accreditation Visiting Team and Implementation of Plans from the 1990 Self-Study

A. Responses to Recommendations of the Previous Accreditation Team

B. 1990 Accreditation Self-Study and Relationship to the College's Statement of Institutional Directions

STANDARD ONE: GOALS AND OBJECTIVES

Commission Recommendation: *The College needs to develop a more efficient, reliable and responsive integrated database and information system to support ongoing institutional research, planning and decision-making.*

During the past five years, the College has undertaken major initiatives in the area of improving information services (III.1.). The College ended its association with the Central Coast Computing Authority (a joint powers agreement (JPA) for computer operations between the College and the Santa Barbara K-12 school district), and established the Information Resources Division within the College's administrative structure. More than a year of planning was involved in making the transition from the previous JPA. Beginning July 1, 1992, several programming and operations staff from CCCA were hired as College employees, working under the direction of the Associate Vice President, Information Resources. The Information Resources Division was created using the combined resources from the departments of Planning and Research, Educational Technology and Computer Support, and CCCA contract costs for Management, Programming and Operations. The transition of College applications software from CCCA to the campus was completed in January 1993, after new computer equipment was purchased, installed and configured.

The College has participated over a three-year period with San Joaquin Delta College and the Saddleback District in the design of new administrative system software. This cooperative effort, known collectively as "The Delta Group," resulted in the completion of functional system requirements, data flow diagrams, and data models for Curriculum Management and Student Records systems. This systems analysis and design activity provides the "blueprint" for future information systems development activities within the College. The "Delta Group" design, along with Project Redesign initiatives, will form the basis for the redevel-

opment of the College's administrative systems during the next three years (1996-1998).

Over the past four years, the College has developed a College-wide networking infrastructure to connect faculty, staff and students of the College. In Fall 1992, the College completed the installation of a fiber-optic backbone throughout campus, linking every building. During the subsequent three years, internal building distribution wiring was completed for every building on campus to tie individual workstations to the campus-wide local area networks (LANs). In Spring 1996, the College completed wide area networking (WAN) capabilities to the Continuing Education Centers (Schott and Wake) through frame relay connections.

The College has made a clear commitment to the acquisition and renewal of information technology to support the work of the institution. For the past four years, $320,000 per year has been allocated to a computer equipment replacement fund to support the technology infrastructure on campus. These funds, along with grant funding and departmental resource reallocations, have been used to achieve the SBCC technology vision of having a networked computer available to every knowledge worker on campus. This includes having a computer on the desk of every full-time faculty and staff member, and computers available for part-time faculty and student use. The ongoing renewal and support of this technology infrastructure continues to be a challenge to the College community.

The College has established and staffed a Faculty Resource Center (FRC) to train and support faculty in the design and development of instructional materials. The faculty training activities include an introduction to computers, instructional design techniques, presentation software tools, Internet access and use, World Wide Web page development, multimedia applications and other specialized training. The FRC is a vital link to the effective use of instructional technology on campus.

The Internet has become a valuable and essential extension of the College's network. The College has implemented Novell

III. RESPONSES TO RECOMMENDATIONS _____

Groupwise as its integrated "groupware" product for e-mail (both campus and Internet), calendaring, scheduling and resource sharing. The College is committed to the installation and support of the Netscape Web Browser throughout campus—for both Internet and Intranet (SBCC) uses. The College will begin the implementation of electronic forms processing during the Spring 1996 term.

The Information Resources Division has undertaken major systems development, data warehousing, and software tool acquisition to ensure data quality and to support the research, planning, assessment and decision support systems of the institution. This has included the development of a new faculty load management and payroll system, the automation of the schedule publication process, and the development of "data warehousing" capabilities to provide ad hoc query and summary-level data access. Currently these information access capabilities are largely limited to information resources staff. The next step is to make these institutional support systems widely available through the College network. This initiative is the focus of a College redesign project (Access To SBCC Information) scheduled for Summer 1996.

STANDARD TWO: EDUCATIONAL PROGRAMS

Commission Recommendation: *The College should continue current efforts to improve the coordination of credit and non-credit English as a Second Language (ESL) programs with specific attention to the development of policy statements describing the purpose of each program.*

A policy statement exists which describes the purposes of both the credit and non-credit English as a Second Language (ESL) programs (III.2.). Coordination between the two programs continues to improve. Meetings regarding ESL have occurred with the credit and non-credit deans and the credit department chairperson and non-credit supervisor. A joint in-service was held which involved both credit and non-credit ESL teachers. The in-service focused on teaching methodologies with emphasis on cooperative learning. An additional in-service was held for non-credit teachers that was led by two of the credit ESL contract instructors.

There is constant advertising of, and referrals between, the credit and non-credit ESL programs. Individuals who are turned away from the credit program are referred to the non-credit program; and, whenever appropriate, non-credit students are referred to the credit program, particularly at the higher levels.

The College has initiated several additional efforts to better integrate the credit and non-credit ESL programs. These efforts include:

a. Development of statements of program policy and focus by the leadership from both the ESL credit and non-credit programs.

b. Initiation of a pilot study to move the Level 1 credit curriculum to non-credit. This experiment was abandoned with the Spring 1991 Semester.

c. Establishment of more effective methods to direct students who are not intending to pursue a certificate/associate degree to the non-credit program.

d. Continued work on improving articulation for students wishing to transfer from the non-credit to the credit program.

e. Efforts to encourage and coordinate staff development opportunities for both credit and non-credit ESL faculty.

f. In Summer 1995, the College provided funding for two instructors (one from the credit division and one from the non-credit division) to develop a program for students in non-credit ESL classes who are interested in continuing their education in the credit division (III.3.). This transition program, implemented in Fall 1995, is designed to: (1) provide non-credit ESL students with information on educational and career opportunities available to those interested in completing certificate, degree and/or transfer requirements; (2) inform students of the skills, commitment and resources needed to succeed in college credit courses; (3)

encourage these students to enroll in sections of non-credit ESL classes that are specifically designed to prepare them to enter the credit ESL program; (4) provide students in this program with enrichment activities designed to increase their interest in, and preparation for, pursuing College certificates and/or degrees; and (5) assist these students in making the transition from non-credit to credit courses. At the end of the first term of the program, students complete the College's assessment exams and are placed in the appropriate course levels of reading and writing in the credit division.

g. Faculty and administrative staff in the credit and Continuing Education divisions are examining their course offerings to determine how they can be structured to better respond to time constraints of students. Distance learning, as well as other alternative methods of delivering instruction, are being explored to better serve non-traditional students.

During the Fall 1995 Semester, a special program advisory position was funded to coordinate articulation between the two programs and to provide transition services to students. In addition, non-credit ESL and Citizenship classes were offered on the credit program main campus during the Fall 1995 Semester. These courses were offered at times which complement the credit program curriculum.

Commission Recommendation: *The College should examine the role, and upgrade the image of, occupational education. The role of non-credit and credit instruction in occupational education needs to be clarified, with attention to the needs of non-traditional students who wish to pursue a degree or certificate in the credit program.*

Substantial progress has been made in strengthening the College's occupational education programs. The Career Advancement Center began operating in Fall 1991, and has achieved all of the objectives for which it was established in the areas of information dissemination, recruitment of students, strengthening part-time and full-time job placement, implementation of an internship program, expanded career advisement and counseling services, and coordinated high school and business outreach. The occupational education program advisory committees have been strengthened and they are being utilized by instructional departments. The Chancellor's Office, in conjunction with the California State Employment Development Department awarded the college two grants to develop a system for tracking the employment and earnings of occupational education students in the labor market.

A major remodel plan has been developed to upgrade the facilities for several of the occupational education programs. If funded by the state, the facilities will be substantially enhanced in the areas of Graphic Communications, Environmental Horticulture, Electronic/Computer Technology, the Nursing Learning Laboratory, Radiography (X-Ray Technology) and the new Multimedia Arts and Technology program. This major remodel project will greatly enhance the image of these occupational programs.

Procedures are in place to ensure that there is coordination between the credit and non-credit offerings in business, health education and technologies areas. Appropriate staff from the credit and Continuing Education divisions contact one another if they anticipate possible overlap in their proposed offerings. Additional coordination takes place by requiring that all non-credit and credit classes be approved by the College's Curriculum Advisory Committee before they can be offered.

In Spring 1995, the College created a Business Outreach Services Steering Committee. The purpose of the committee is to coordinate the programs and services provided to the business community by the educational divisions of the College. This committee, which is comprised of faculty and staff representatives from Academic Affairs, Student Affairs, Continuing Education, the Foundation for Santa Barbara City College and the Public Information Office, has been very effective in achieving its objective of improving coordination and cooperation among the major units of the College (III.4.).

In the Continuing Education unit, the primary emphasis on occupational education has been in the following curricular areas:

- Computer applications
- Interior design
- Career preparation
- Health occupations (35-40 courses per term for RNs, LVNs and CNAs)
- Auto services and technology
- Electronics
- Welding
- Business administration
- Occupational English as a second language

During the 1993-94 academic year, the College supported a position funded by VATEA to provide more coordinated articulation between credit and non-credit programs and to provide more effective advising services to students.

During the 1995-96 academic year, discussions have been initiated to consider expansion of services into the following areas:

Radiography: Credit/non-credit courses would be offered for students seeking continuing education units. Staff in the credit Health Technologies Division and members of the Continuing Education staff would work together in course development and program administration.

Health Information Clerk: Discussions were initiated in Fall 1995 to develop a program offering credit and non-credit enrollment opportunities and the possibility of matriculation from non-credit to an Associate Degree program.

STANDARD THREE: STUDENT SERVICES AND CO-CURRICULAR LEARNING ENVIRONMENT

Commission Recommendation: *The College needs to distribute its student due process or grievance procedure broadly, as indicated during the previous accreditation visit. Santa Barbara City College has a formal plan; it should publish a summary of this plan in a College publication normally distributed to students.*

A summary of Student's Grievance Procedures is included in four College publications. New and new transfer students receive the *Student Planning Guide* at new student orientation and advisement sessions. SBCC also publishes three *Schedules of Credit Classes* each year and the annual *General Catalog*. Each student also receives the procedures in flier form at the time of registration.

Commission Recommendation: *The College should integrate into its planning process the overall planning, articulation and coordination of credit and non-credit curricula, as well as the growing need for additional facilities and parking space at off-campus sites.*

The Continuing Education Division participates fully in all District-wide planning efforts. Furthermore, efforts to improve articulation between the credit and non-credit curricula were initiated in 1993-94 and continue to date. All new courses proposed by staff are reviewed and approved by the Continuing Education Curricula Committee. Committee actions are forwarded to the College Curriculum Advisory Committee of the Academic Senate. Questions or concerns relating to the non-credit curriculum are brought to the attention of the Vice President for Continuing Education by the chair of the Senate Curriculum Committee and/or the Vice President for Academic Affairs.

As noted in response to Standard 2 recommendations, significant improvements in coordination and articulation have been achieved in the areas of business education, occupational/technical programs and English as a Second Language.

We have attempted to encourage an attitude that instructional facilities are District facilities and should be used for both credit and non-credit courses. Successes of note include:

- Non-credit business lectures and seminars offered on the credit campus.

- Credit computer application courses offered at the Wake Continuing Education Center.
- Occupational non-credit courses offered on the credit campus (e.g., automotive technology, electronics, welding).
- Establishment of the Business Outreach Services Steering Committee (noted in the response to Standard 2).
- Establishment of articulation efforts between the credit and non-credit ESL programs (noted in the response to Standard 2).
- Greater efforts toward articulation and coordination between the non-credit coordinator of health technology curriculum, the administration and faculty in the credit Health Technology programs and the Regional Health Occupations Resource Center staff.

The Wake Center parking lot was significantly expanded to better accommodate student and staff needs. The problem at the Schott Center has not been addressed as there is no possibility for expansion within existing space, and the cost of acquiring additional land is prohibitive.

STANDARD FOUR: FACULTY AND STAFF

Commission Recommendation: *As called for in the Self-Study, the College should review and revise all personnel policies and procedures to reflect employment and governance changes required by AB1725, with particular attention paid to policies affecting classified staff.*

Report: The College has reviewed and revised all appropriate personnel policies and procedures in compliance with AB1725. SBCC was one of the first colleges in the state to accomplish all required reforms called for in AB1725.

Required actions accomplished by SBCC:

Adopt Procedures for Faculty Role in Governance
Adopt Procedures for Staff Role in Governance
Draft Staff Development Plan
Implement Approved Affirmative Action Plan
Implement Minimum Qualifications
Establish Equivalencies for Minimum Qualifications
Establish Local Hiring Criteria
Hire Administrator by Contract
Establish Administrator Retreat Policy
Evaluate Part-time Instructors
Establish Peer Review
Establish Faculty Service Areas
Implement Tenure Reforms

Since the October 1992 Accreditation Mid-Term Report, the various changes required by AB1725 have continued to be refined and improved. The new faculty disciplines, minimum qualifications and equivalency policies have all worked smoothly, with no formal grievances submitted regarding the implementation and administration of policy.

The tenure reform policies have also worked well, were well written, and are clearly understood and followed.

In summary, the College has successfully implemented all the provisions of AB1725, and they have contributed to the excellence of the Human Resources Program at Santa Barbara City College.

Additional comments on items contained in the Accreditation Report under Human Resources: The evaluation process for regular faculty and hourly faculty was reviewed, and the Board of Trustees adopted revisions to comply with the New Tenure Law (AB1725). In addition, the Board of Trustees approved additional changes to the faculty evaluation policies, and the need was determined appropriate by the Academic Senate.

The District's Recruitment and Affirmative Action Program Plan had several major changes made to it to comply with AB1725, the Civil Rights Act of 1991, and the new Title V Affirmative Action Regulations. The Personnel Department has increased its faculty recruitment efforts by participating in several job fairs and increasing its advertising for positions. New initiatives were begun, including the use of the Faculty Applicant Registry, development of the ABRATRAK applicant monitoring system, Adverse Impact/Validation studies, Affirmative Action advertising and monitoring for part-time faculty, implementation of the Americans with Disabilities Act, revision to AB803 grievance procedures, and other technical changes required by AB1725. All policy changes were reviewed with the Affirmative Action Committee and approved by the Board of Trustees. The District also completed its required ADA Self-Evaluation program and made several changes to comply with the ADA policy and meet the needs of our disabled community.

The District has improved its ratio of part-time to full-time faculty by hiring 17 additional full-time faculty using AB1725 funds, and is in compliance with the State-mandated ratio of full-time to part-time faculty.

The District has developed all new policies required by AB1725, i.e., Tenure, Evaluation, Layoffs, FSAs, Minimum Qualifications, Equivalencies, Disciplines, Diversity Hiring, Faculty and Staff Participation in Governance Policies, Faculty Intern Program, Administrative Contracts and Administrator Retreat Rights.

The Benefits Committee has continued to meet to explore options to improve the benefit package. Major changes have been made to the benefit plans as a result of this review, e.g., major change to Salary Continuation Program Plan, Flexible Benefits Plans (IRC 125), Mandated Delta Dental Plan and Blue Cross Fee-for-Service Plan added to District program.

Staff Development activities have continued to increase as a result of added AB1725 funding. The Classified Council has developed a new orientation film which is used for all new classified staff. The AB1725 Staff Development Committee continues to meet and monitor the expenditure of AB1725 Staff Development funds. Expenditure reports and Area Staff Development Plans were submitted as required. The Faculty Enrichment Committee and Classified Council continue to offer varied faculty and staff development activities. An annual report of these activities is submitted to the Chancellor's Office and is on file in the Personnel Department.

The greatest improvement in staff development has been for classified staff with an active Classified Council scheduling two major on-campus in-service days each year with excellent attendance by classified staff (100+ each in-service day). A typical in-service has various breakout sessions covering such topics as "CPR", "Health Fair", "Team Building", "Diversity", etc. Off-campus workshop attendance by classified employees is excellent, with staff attending such workshops as "Stress Management", "Communication Skills", "Conflict Management" and "Dealing with Negativity".

The Management Development Program has also improved with an active skill building program in place for managers and supervisors. Both on-campus and off-campus workshops are scheduled. Recently a new program was developed for all new managers/supervisors to ensure they receive the management/supervisory skills necessary to be successful supervisors of employees. The program includes a skills inventory/assessment, with a plan developed for each new supervisor.

STANDARD FIVE:
LIBRARY AND LEARNING RESOURCES

Commission Recommendation: *The College should formulate a comprehensive plan for the coordinated development of all learning resources.*

The College has completed a comprehensive assessment of all learning resources (III.5 and III.6). A number of recommendations contained in the report to strengthen the management and coordination of the College's learning resources were

implemented during the 1995-96 academic year. These changes included:

(1) Assigning a faculty member 100% time in 1995-96 to coordinate the College's supplemental support services and to institute a sound plan for managing these services (III.7);

(2) designing and implementing a redesign project to increase the effectiveness and efficiency in the processes used to identify students in need of supplemental instructional services and to provide such services to these students (III.8);

(3) implementing the reorganization of Media Services to allow for better coordination of the maintenance and repair of computers and media equipment used in instruction (III.9);

(4) developing a plan to implement the recommendations from the Supplemental Instructional Support Services Redesign Project (III.10); and

(5) developing a Library Instructional Technology Plan detailing the role of the Library in responding to the changing needs of faculty and students resulting from advances in accessing information from computer-based databases and the Internet (III.11).

Two additional steps have been taken to increase the coordination of the College's learning resources. Since the start of the Fall 1995 Semester, the Vice President for Academic Affairs meets each week with the directors of the Learning Resource Center, the Faculty Resource Center and the Educational Technology Support Unit (III.12). When appropriate, the head librarian, faculty and support staff involved in the delivery of supplemental instructional support services are invited to participate in these meetings.

A second important step that has been taken to increase the coordination and effectiveness of the College's instructional support services has been the expansion of the Academic Senate's Tutorial Committee's mission to include all supplemental instructional support services. The Learning Resource Center/Tutorial Committee is comprised of faculty representatives from each of the instructional divisions of the College, support staff involved in delivering supplemental instructional support services, and a Dean of Academic Affairs (III.13). The new initiatives noted above have resulted in a substantial improvement in the management and coordination of the College's instructional support services.

STANDARD SIX: PHYSICAL RESOURCES

Commission Recommendations: *None*

STANDARD SEVEN: FINANCIAL RESOURCES

Commission Recommendation: *The College should prepare written fiscal procedures dealing with budget development and the relationship between the Statement of Institutional Directions and the Adopted Budget in order to facilitate understanding among staff of this very important aspect of planning. This effort, in conjunction with training sessions, should help promote understanding and participation in the budget process by staff.*

Budget development principles have been developed and endorsed by the Board of Trustees; however, the budget development process has changed little. The complex process of reallocating fiscal resources is understood more by the Cabinet and the College Planning Council, but the lack of reliability of State projections has caused much confusion within the District. One-year plans are tenuous at best, and two-year plans have been meaningless in the past three years. There have been no new resources to allocate—in fact, base revenues have had to be redistributed as shortfalls occured. The link between the Statement of Institutional Directions and the Adopted Budget is the responsibility of the College Planning Council.

III. RESPONSES TO RECOMMENDATIONS _____

STANDARD EIGHT:
GOVERNANCE AND ADMINISTRATION

Commission Recommendation: *The Board of Trustees and administration should consider additional ways to set the tone for open, two-way dialogue with all staff. For example, the Board could consider providing representation of all College constituencies in board subcommittee meetings.*

The team recommendation to consider additional ways to set the tone for open, two-way dialogue with all staff has been responded to as follows:

1. The Chair of the Classified Council is provided with an opportunity to present a report at all Board meetings. This is in addition to reports by the Academic Senate President and the Associated Student Body President.

2. All campus constituencies are provided with agenda(s) for all Board committee meetings, and these meetings are open.

3. In addition to formal structures, Board members and administrative staff interact with staff on a less formal basis. For example, all constituencies participated in various meetings over the years with the California State Senate and Assembly persons representing our area and in other campus events. In addition, Board members have participated in social events for new faculty, in-service programs for faculty and classified staff, and other social events.

Since the last visit, the District has taken several steps to improve dialogue and communication on campus, including adoption of new Faculty Participation Governance Policy; adoption of new Student Participation in Governance Policy; and adoption of new Staff Participation in Governance Policy. All are designed to enhance communication and participation in campus governance issues.

In addition, significant changes were made in the classified area by the creation of the Classified Council and expansion of its role in College activities. The Superintendent/President also approved classified staff participation on the following committees: College Computer Coordinating Committee (CCCC); Facilities Planning; Safety/Security and Health Services; Matriculation; and Student Activities, Athletics and Bookstore.

The College has also held information sessions on the College budget. All constituent groups were represented (faculty, staff, students, administrators and trustees). These sessions helped to develop common understandings in regard to the College budget.

In the area of administrative and faculty communication, significant discussion and College business are conducted through joint committees. Examples include the committees dealing with planning for redesign, technology development, staff development and resource allocation.

The options for "open, two-way dialogue with all staff" are numerous at Santa Barbara City College. They permeate the formal and informal structure. It is our conclusion that the College processes are strong and more than respond to the intent of this recommendation.

Commission Recommendation: *Academic administrative responsibilities and organization need to be reviewed to improve effectiveness and efficiency and to achieve a more balanced workload.*

As an immediate response to this recommendation, the Superintendent/President had meetings with the combined Academic Affairs and Student Affairs staffs. The purpose of these meetings was to assess barriers to effectiveness; i.e., identifying what causes inefficiencies and frustration. Once problems were identified, actions were taken to eliminate some major causes. In addition, the Vice President for Academic Affairs has evaluated the distribution of work among his deans and assigned tasks to achieve a greater balance.

The Deans and Vice President for Academic Affairs have reviewed the assignment of administrative responsibilities. Deans'

positions have been restructured to allow for a better balanced distribution of responsibilities. The Academic Affairs Office has also evaluated and implemented actions which would decentralize decision-making and provide the deans with more authority. The Office of Academic Affairs has addressed several College procedures in an effort to improve efficiencies.

At present (1995), the Office of Academic Affairs and the Continuing Education Division are evaluating their structures. In both divisions, a dean's position is vacant while an assessment is being made of how best to address and staff the workload demands. New structures may be in place by Summer 1996.

We have examined our approach to institutional planning and identified and instituted changes to increase planning effectiveness while reducing workload. We have sought to apply technology wherever possible to maintain efficiencies.

The major institutional effort has been Project Redesign. It is expected that this College-wide effort to consider radical change in 20 core processes should yield greater efficiency, effectiveness and workload balance.

Though considerable effort and progress has been made in the areas of the recommendation, the academic administrative workload continues to be substantial. Much of this is due to the College's desire to operate with the highest standards of quality. There are limits, however. Greater effort will be needed in this area to set priorities; perhaps some worthwhile and necessary projects may have to be curtailed.

1990 Accreditation Self-Study and Relationship to the College's *Statement of Institutional Directions*

The College's 1990 self-study report contained more than 150 specific plan statements. The College Planning Council (CPC) undertook a project to map these planning initiatives to the structure of the College's *Statement of Institutional Directions* (SID), its primary planning document. The work was completed as CPC began to develop the 1991-93 College SID. This process included the identification of responsibility for implementation activities to individual vice presidents. The accreditation plans from each standard were then analyzed by CPC in terms of the SID areas, and were incorporated into College-wide SID statements of goals and objectives for the College.

In this way, the accreditation plans were built into the College's ongoing planning processes. Individual departments then prepared Departmental Three-Year Plans, indicating how they planned to assist the institution in meeting the goals and objectives contained in the SID. In addition, the SID goal statements form the basis for the institution's annual *Assessment of Institutional Effectiveness*, thus assuring a mechanism for the ongoing assessment of the impact of these planning initiatives on the College's overall effectiveness measures. Implementation progress of the 1990 accreditation plans was also assessed during the development of the College's *Accreditation Mid-Term Report*.

The Board of Trustees and Supt./President

IV. SBCC Verification that the Eight Standards Are Being Met

A. Institutional Integrity, Purposes, Planning and Effectiveness

B. Educational Programs

C. Student Services and Co-Curricular Learning Environment

D. Faculty and Staff

E. Library and Learning Resources

F. Physical Resources

G. Financial Resources

H. Governance and Administration

STANDARD ONE: INSTITUTIONAL INTEGRITY PURPOSES, PLANNING AND EFFECTIVENESS

The four elements of Standard One are broadly applicable to each institution and to all of its constituent programs and services. An accredited institution presents itself to students and the public precisely and truthfully, with due regard for freedom to teach and freedom to learn. The institution states its goals with precision, engages in planning to achieve those goals, and evaluates its effectiveness in achieving purposes and goals.

Standard 1A – Institutional Integrity

Santa Barbara City College has established a broad set of policies, procedures and practices to ensure the highest standards of institutional integrity consistent with the needs of the institution, its students, faculty, staff and the community. Policies and procedures are typically formulated through the shared governance process, as appropriate to the aspect(s) of the College's operations that are affected, and upon adoption, published and widely disseminated. Such policies are reviewed on an ongoing basis as needs and changing circumstances dictate.

Academic Freedom – The College's "Faculty Freedom of Expression Policy" (IV.1A.1), most recently updated in 1987, is contained in the District's Policies for Certificated Personnel and is also published in the *Faculty Manual* and the *Part-time Lecturers' Handbook*. Additionally, the College maintains a policy on "Political Activity" (IV. 1A.2).

Protection and Support for Academic Freedom – The College has long demonstrated respect and support for the exercise of academic freedom. Individual disputes arising from such exercise are typically resolved through informal mediation involving the faculty member's department chair or dean, or representatives from the Academic Senate and/or Instructors' Association. Formal disputes are addressed through the Faculty Griev-

ance Process. Matters of broad faculty concern are handled through the Academic Senate and the shared governance process. If necessary, such matters may be addressed directly by the Senate President to the Superintendent/President during their regular consultations, or to the Trustees in the Senate's regular presentations to the Board.

Integrity of the Teaching/Learning Process – The College places its highest priority upon the effectiveness and integrity of its instructional programs. Support is given to faculty in the development of new course materials, and the learning and adoption of new pedagogical techniques. In each case, faculty are encouraged to explore, experiment and develop materials and approaches based upon their own professional judgment and collegial consultation. The integrity of the teaching/learning process is maintained through reviews of curriculum proposals by the Academic Senate Curriculum Committee, program review and periodic peer evaluation.

Institutional Guidelines and Codes of Conduct – College policies and guidelines that define institutional values and/or expected standards of behavior and conduct (e.g., Affirmative Action, Drug-Free Workplace, Student Conduct, Professional Conduct, etc.) are developed utilizing the shared governance mechanisms of the College. Throughout the process of such development, proposals are given broad exposure through the publication of minutes, reports in various College publications, the circulation of drafts and requests for comment. Following adoption, such policies are included in the District's policy manuals, as well as other publications that ensure adequate dissemination to students, faculty and staff. As appropriate, these include the *General Catalog, Schedule of Credit Classes, Student Planning Guide, Faculty Manual, Part-time Lecturers' Handbook*, etc. In addition, Personnel Services disseminates relevant personnel policies via the *College Memorandum* and e-mail at the beginning of each semester and whenever a significant change is adopted.

Diversity – As an academic community, the College has long demonstrated a commitment to creating and maintaining an environment that embraces diversity among its students, faculty and staff and that encourages a supportive climate of mutual respect and growth among its many constituencies. The College's commitment to these principles is articulated through the Affirmative Action Policy (IV.1A.3), College Mission Statement, the Statement of Institutional Directions, information in the *General Catalog* and in numerous other publications. That commitment has been tangibly demonstrated on an ongoing basis through actions that, most recently, have included the adoption of a multicultural/gender studies general education requirement; the active encouragement of the inclusion/addition of multi-ethnic and multicultural components to new and existing curricula; the development and support of new and ongoing programs to assist underprepared and disadvantaged students, such as the Transfer Achievement Program (TAP), Multicultural English Transfer Program (MET), Extended Opportunity Program/Services (EOPS), Cooperative Agencies Resources for Education (CARE), and Disabled Students Programs/Services (DSPS), many of which have received state-wide recognition for excellence. Further, through its support and advocacy of a variety of educational, cultural and social activities by various departments and campus organizations, the College continues to work toward building a community in which diversity and fellowship are celebrated. These activities include such campus events as the annual *Cinco de Mayo* celebration, the Dorantes Lecture, and the Peter A. Angeles Colloquia, as well as myriad activities sponsored by various academic departments and clubs.

Academic Honesty – Issues of academic honesty have traditionally been addressed by the faculty member in the classroom, and when warranted, under the guidelines of the Standards for Student Conduct. In 1995, in response to growing faculty and Student Affairs concerns, the Academic Senate developed and adopted a Policy on Academic Honesty (IV.1A.4) that more clearly delineates responsibilities of both students and faculty, reporting procedures for breeches of academic honesty, and sanctions for violators. This policy was subsequently adopted by the Board of Trustees.

Representations of the Institution – Through the Office of Student Affairs, the College Publications Office and the Public Information Office, the College attempts to disseminate comprehensive, accurate, timely and useful information about its programs. Such information is contained in the *General Catalog, Student Planning Guide* (IV.1A.5), *the Schedule of Credit Classes,* and numerous brochures and publications produced by various academic and student service departments. These are supplemented with informational visits to local high schools, on-campus visitations and tours, and an annual College Preview Night conducted by the Office of Student Affairs. In 1994 a proactive marketing program was instituted through local print and broadcast media to increase public awareness of available services and educational programs. As part of Project Redesign, plans have been developed for an on-line access system for students to obtain information about program requirements and their own planning choices. While initially planned to center around on-campus walk-up access kiosks, consideration is being given to expanding the system to allow dial-up of system services from off-campus personal computers. Implementation planning and fundraising will be necessary for this project. If pursued, the project will require analysis designed to bring about a fuller evaluation of the approach.

General Catalog Information – The *General Catalog* (IV. 1A.6), which is updated annually, serves as a comprehensive source of information regarding the College's mission, educational programs, curricular offerings, support services, degrees and certificates offered, fees, financial aid, application, admission, registration, and fee payment policies and procedures, as well as listings of faculty, key staff and administrators, and the Board of Trustees. Every effort is made to ensure the accuracy and

currency of the information contained therein, with academic faculty, counselors and academic support personnel actively involved in the yearly updating process. Information contained in the *Catalog* is supplemented by a host of more specific College publications, such as the *Student Planning Guide, Schedule of Credit Classes*, etc., to which students are referred by the *Catalog*.

Faculty and Administrator Listings – The names, titles, year of hire and academic degrees of all contract faculty and administrators are listed in the *General Catalog*. The listing is complete as of the date of publication each academic year. In conformance with District policy and by agreement with the SBCC Instructors' Association, the College only recognizes degrees from institutions accredited by a regional accrediting association recognized by the United States or by the Committee of the State Bar of California, or by the American Medical Association.

Athletic Programs – The College continues to demonstrate a profound commitment to the honesty and integrity of its athletic programs and to the success of students participating in those programs. Policies governing the conduct of the program and articulating the standards expected are contained in the *Athletic Department Handbook* (IV.1A.7), which is regularly updated. Additionally, students receive an *Academic Handbook for Athletes* (IV.1A.8) which describes both academic and participation standards for all athletes. Finally, the Athletic Department conducts an ongoing "Academic Quality Program" to track athletes' academic progress and to serve as an early warning system to identify those athletes encountering difficulty with their academic work and to render assistance.

Relationship with the Commission – The College has demonstrated a consistent history of compliance to both the letter and spirit of the Commission's standards, policies, guidelines and requirements. This is particularly evident in this current accreditation cycle by the approval granted by the Commission to the College's request to do a focused self-study centering upon the College's efforts in Project Redesign, and permitting the College to complete the traditional certification of compliance to the accreditation standards in a summary manner. This action by the Commission clearly attests to the Commission's confidence in the honesty and integrity of the College's approach to accreditation.

Standard 1B – Institutional Purposes (Mission)

The College's Mission Statement is published in the *General Catalog*. This statement, which is consistent with the historical and legal mission of California's public community colleges, identifies the institution's guiding purposes and fundamental principles. The *guiding principles* represent an institutional consensus on values that guide the educational process. The statement of *fundamental purposes* identifies major institutional goals for the College and defines the elements of the College's comprehensive curriculum.

A statement of the College's mission and values is also contained in *The Statement Of Institutional Directions* (IV.1B.1). This document is developed by the College Planning Council every three years, and identifies strategic institutional directions or initiatives for the next three-year period. During the development of the 1996-1999 S.I.D., the College Planning Council reviewed the Board-adopted *Catalog* statement of mission, previous S.I.D. statements, and the College's Project Redesign materials to develop a common and consistent statement of institutional mission and values. This statement is or will be reflected in the College's *Statement of Institutional Directions, 1996-1999*.

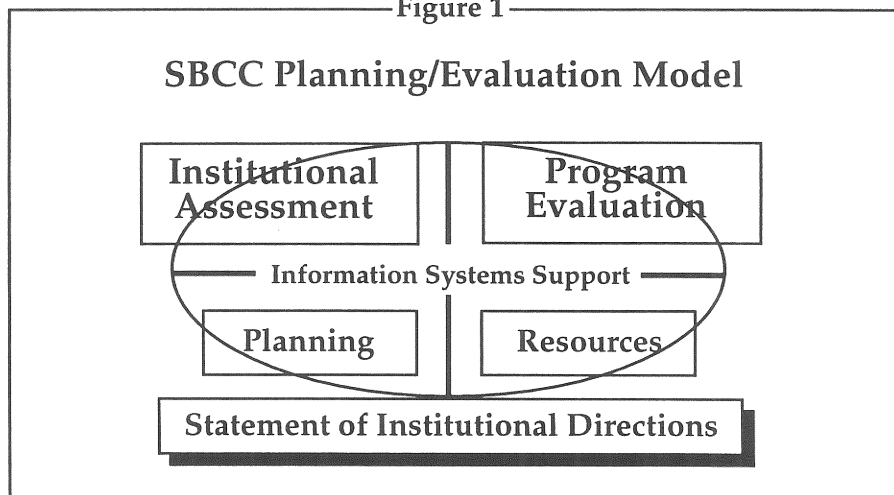## Standard 1C – Institutional Planning

The College's comprehensive planning and evaluation process is outlined in Figure 1, and is described in detail in the reference article, *Accountability: Assessing Institutional Effectiveness* (IV.1C.1). The institutional planning process is guided by the *Statement of*

Institutional Directions, which identifies major College goals and objectives for a three-year period. This document is developed by the College Planning Council (CPC), which is the College-wide governance group for institutional planning, assessment, policy development, budgeting and resource allocation. College-wide input in the development and review of S.I.D. materials is gathered through surveys and working sessions with all constituent groups. Drafts of the S.I.D. are distributed College-wide for review and comment to all governance groups. The document is also reviewed in draft form by the Board of Trustees' Educational Policies Committee, and presented in final form to the full Board for review and adoption.

Figure 1

SBCC Planning/Evaluation Model

The structure and content of the S.I.D. document has been refined with each iteration of this institutional planning process. The College has moved from a two-year cycle to a three-year cycle for the development of the S.I.D. to align the institutional planning process more effectively with the six-year accreditation cycle, and to allow departmental planning activities to flow more effectively from the S.I.D.

Individual departments within the organization develop three-year plans, responding to College-wide strategic directions contained in the S.I.D. in the year following publication. These departmental plans identify key departmental initiatives and resource requirements for a three-year period. The structure, content and format for these departmental plans were revised substantially by the College Planning Council in 1996 in order to make the departmental plans more effective planning tools for the departments, area deans and vice presidents, and the College Planning Council. The revised structure for the departmental plans is contained in C.P.C. materials (IV.1C.2). Examples of individual departmental plans have been collected as resource documents (IV.1C.3).

In addition, the College has a number of planning initiatives that are large in scope, and span many departmental or organizational units. Examples of these planning activities include the College's *Transfer Plan* (IV.1C.4), *Student Equity Plan* (IV.1C.5), *Matriculation Plan* (IV.1C.6), *Facilities Plan* (IV.1C.7), and *Information Technology Plan* (IV.1C.8). These institutional planning activities, again driven by strategic goals and objectives identified in the *Statement of Institutional Directions*, represent interdepartmental planning activities.

Institutional planning activities are guided by the application of research results from the annual *Assessment of Institutional Effectiveness and Institutional Research Agenda* described in Standard 1D. Departmental planning activities are guided by individual departmental program review activities that are conducted by each College department on a six-year cycle. During the development of the College's *Statement of Institutional Directions, 1996-1999*, a deliberate attempt was made to specify S.I.D. objectives in measurable terms, so that the College's institutional assessment activities will measure achievement of our S.I.D. objectives clearly and directly. This restructuring of S.I.D. objectives brings a much-needed alignment between the College's planning and assessment activities.

Resource allocation decisions are driven by College planning and assessment activities in several ways. The need for new and replacement faculty positions is developed by the Academic Senate, the College Planning Council and the Superintendent/President based on individual departmental plans, curriculum development and program reviews, as well as on institutional measures of student enrollment, faculty load and student success within the department. These planning and assessment activities form the basis for resource allocation decisions for permanent faculty positions. Likewise, information technology resource allocation decisions are based on departmental and vice president area plans for technology development, as well as needed equipment replacement and renewal needs based on the existing inventory of computer equipment. Decisions on the allocation of new and replacement classified and management positions is developed by the Cabinet and the Superintendent/President, and reviewed by the College Planning Council based on the College's *Statement of Institutional Directions* and the College's Project Redesign initiatives. The College continues to seek ways to enhance the linkages between planning, assessment and resource allocation activities.

Standard 1D – Institutional Effectiveness

The College's annual *Assessment of Institutional Effectiveness* report (IV.1D.1) provides the primary means for College-wide assessment of its performance in relation to the goals of the institution. This annual report, developed originally from AB1725 Accountability Pilot Project funding, has become an ongoing mechanism for institutional evaluation within the College and its community, as well as a model for other colleges in implementing AB1725 accountability requirements and in meeting the accreditation standard for the assessment of institutional effectiveness. This document reviews College performance in relation to agreed-upon measures of institutional effectiveness for institutional goals contained in the *Statement of Institutional Directions.*

The College supports an annual *Research Agenda* (IV.1D.2) through a decentralized research model described in the supporting documentation (IV.1D.3). This research agenda is carried out by faculty, staff and management personnel who participate in Institutional Research Committee meetings. This distributed model has the advantage of bringing a wider variety of skills, knowledge and perspectives into the institutional research function. This is especially important in the identification of implications for College practice based on research findings. In the past year, the expanded workload of the Vice President for Academic Affairs and the Associate Vice President, Information Resources, in relation to Project Redesign, has limited their participation in the Institutional Research Committee. The College is assessing mechanisms to provide additional research and information systems support to the institutional research efforts.

The College maintains a comprehensive program for individual department program review activities within the areas of Instruction and Student Services. Instructional program review activities are based on guidelines developed by the Academic Affairs Office and the Academic Senate (IV.1D.4). These guidelines call for a departmental self-study report, assessment of effectiveness measures, review by an outside validation team, and the development of recommendations to be presented to the Vice President for Academic Affairs, Superintendent/President, and the Board of Trustees. A similar process is followed in Student Services area, based on the model *Student Services Program Review* (SSPR), developed by the State Chancellor's Office. All departmental program reviews are presented formally to the Board of Trustees.

The documentation above provides substantive support that Standard One is being met by the College.

IV. SBCC STANDARDS VERIFICATION

STANDARD TWO: EDUCATIONAL PROGRAMS

Standard 2.A – General Provisions

The achievement and maintenance of high-quality programs in an environment conducive to study and learning are the primary responsibilities of every accredited institution; hence, the evaluation of educational programs and their continuous improvements is an ongoing responsibility. As it analyzes its goals and discovers how conditions and needs change, the institution continually redefines for itself the elements that will result in programs of high quality.

A number of processes are in place to evaluate, strengthen and, where appropriate, redefine the College's educational programs. Processes used to assess and enhance the effectiveness of the College's programs in promoting learning and achievement include:

1. The Academic Affairs Program Review Model (IV.2A.1), which requires that each educational program undergo a comprehensive evaluation every five years;

2. Departmental two-year plans (IV.2A.2), which specify a department's goals and objectives;

3. Faculty evaluations (IV.2A.3), which are required of all faculty members;

4. Institutional and department-based research studies designed to assess the effectiveness of educational programs in achieving their objectives (IV.2A.4);

5. Occupational program advisory committees (IV.2A.5) that meet with College faculty and staff to review the quality and responsiveness of the instructional programs in preparing students to succeed in career areas in which they are being prepared;

6. The procedures established and administered by the Academic Senate's Curriculum Advisory Committee for adding, modifying and eliminating instructional programs and courses (IV.2A.6)

and for ensuring that all instructional offerings meet College and Title V requirements;

7. Procedures for redesigning core instructional processes to promote student learning in the most effective and efficient manner possible, as illustrated by Project Redesign (IV.2A.7); and

8. A well-defined administrative structure for coordinating and administering the instructional program (IV.2A.8). Through its shared governance model, instructional administrators, department chairpersons and members of the Academic Senate play a significant role in the administration, evaluation and consistent improvement of the College's educational programs (IV.A2.9).

Standard 2.B – Curriculum Planning and Evaluation

Curriculum planning is designed to achieve the aims of the institution, and considers current and future needs for human, financial and physical resources. This systematic planning is based on continuing institutional self-evaluation and assessment of the needs of the institution's constituencies. All appropriate segments of the institution are involved in planning.

The planning and evaluation processes noted in the response to Standard 2A provide the vehicle for continuously assessing the effectiveness of the programs in meeting the educational needs of the College's constituents. Appropriate faculty, administrators, classified staff and students are actively involved in each of the institution's planning and evaluation processes (IV.2B.1). These curriculum planning and evaluation processes have resulted in decisions to drop the Dental Assisting and Machine Shop programs and to add new programs in Certified Nursing Assistant/Home Health Aide, Multimedia Arts/Technologies and Telecommunications. The processes for adding, modifying and deleting courses and programs are described in the Academic Senate's Curriculum Advisory Committee's Policies and Procedures (IV.2B.2).

Standard 2C – General Education

The educational program is designed to give students a substantial and coherent exposure to the major broad domains of higher education. All programs leading to the Associate Degree include a major area and a general education component (IV.2C.1). In order to fulfill the College's general philosophy and goals, students completing an Associate Degree are, as per Title V, required to complete general education courses in the natural sciences, social and behavioral sciences, humanities, language and logical thought (IV.2C.2).

The general education requirements allow students to explore elements of the intellectual and ethical traditions to which they belong. In addition, institutional requirements for the Associate Degree require that students complete courses to satisfy four of the five following requirements: American Institutions; Physical Education/Health; Intermediate Algebra; Multicultural/Gender Studies; and Communication (IV.2C.3).

Standard 2D – Special Programs
Offering Courses For Credit

All special courses and programs, which include courses for credit, whether conducted on- or off-campus, are integral parts of the institution. Their functions, goals and objectives are consistent with other elements of the institution; they maintain the same academic standards as regular campus programs; and they are planned and evaluated by the same processes as the regular educational programs.

The College is solely responsible for the academic integrity of all instructional programs and courses which bear the institution's name, and this responsibility is fulfilled in a consistent and comprehensive manner. Primary responsibility lies with the academic departments, Academic Senate, Academic Affairs Deans and Vice President. In addition, the Superintendent/President and Board of Trustees review conclusions reached by these groups and in-dividuals. The College is in compliance with Standard 2D.

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

Off-campus regular credit courses are offered at the Selmer O. Wake Center, one of the College's Continuing Education facilities (IV.2D.1), and at high schools within the institution's service area (IV.2D.2). These sections meet the same course and instructor standards as courses offered on campus. They are monitored by the appropriate department chairperson and division dean.

Most contract education courses are offered as non-credit experiences. When contract education courses are offered for credit, the program director is required to coordinate them with the appropriate department chairperson and division dean. Contract education courses offered for credit must be a part of the curriculum, and all courses and instructor standards must be met (IV.2D.3).

Work Experience courses are offered as part of the curriculum in 18 occupational programs. In addition, a General Work Experience course is offered for non-occupational program students desiring work experience. College policies and procedures for conducting Work Experience courses adhere to the policies and procedures specified in Title V (IV.2D.4).

The Cosmetology Program is offered as an off-campus occupational program through a contractual agreement with Santa Barbara Beauty College. All courses have been approved by the Curriculum Advisory Committee and comply with Title V expectations. The contracts have been approved each year by the Chancellor's Office (IV.2D.5). All Cosmetology instructors are required to meet the minimum qualifications for community college instructors, and direct College supervision is provided by a dean of Academic Affairs and a certificated program coordinator.

The College's Study Abroad Program is recognized as exemplary throughout the state. All Study Abroad offerings are comprised of existing credit courses (IV.2D.6). Students are required to enroll in all credit units offered as part of the Study Abroad Program (typically 15 units for semester-length programs offered in the fall and spring terms; and six units for those offered in the summer). A certificated instructor is given reassigned time to coordinate the Study Abroad Program. The International Education Committee oversees the offering of Study Abroad credit programs. This committee serves as an advisory group to the Vice President for Academic Affairs. Its responsibilities include monitoring the effectiveness and academic integrity of Study Abroad programs, selection of programs to be offered, selection of faculty, and assurance of compliance with institutional policies (IV.2D.7).

The College does not offer distance learning courses at this time. However, it may do so in the near future. All distance learning course offerings will adhere to the policies and procedures for distance learning specified in Title V.

Standard 2E – Credit for Student Achievement

Evaluation of student learning or achievement and the award of credit are based upon clearly stated and distinguishable criteria.

When new courses are proposed to the Curriculum Advisory Committee, criteria for credit determination and expectations for student performance are included and considered. In order to gain approval, all proposals for new and/or modified courses must meet Title V and College requirements. These include the specification of learning outcomes, course content, and the criteria to be used in the assignment of the grade (2E.1). Instructional departments are required to have their course outline on file in the Office of Academic Affairs.

The Essential Skills, English and Math departments have established exit proficiencies from one level of pre-collegiate classes to another and from pre-collegiate classes to college-level classes (IV.2E.2). The ESL Department has established exit proficiencies from one level to the next for beginning through intermediate levels. Advanced-level ESL students are administered the same exit essay exam as Essential Skills and English students (IV.2E.3).

Department chairpersons and academic deans stress to faculty the importance of providing to students clear and specific grading criteria in course syllabi and other materials distributed at the beginning of each term (IV.2E.4). General grading criteria and procedures are also described in the *General Catalog* (IV.2E.5). The College does not provide a means for granting credit for prior experiential learning other than through the credit by examination procedure described in the *General Catalog* (IV.2E.6).

Policies governing the distinctions between courses which offer degree and non-degree credit adhere to those specified in Title V and are described in the Curriculum Advisory Committee's Policies and Procedures (IV.2.E 7), the *General Catalog* (IV.2E.5) and the *Schedule of Credit Classes* (IV.2E.8).

All degree and certificate programs must be approved by the Curriculum Advisory Committee, the Board of Trustees and the Chancellor's Office. The criteria used by each of these entities in approving a new degree or certificate program mirror those specified in Title V (IV.2E.9). All degree and certificate programs are included in the department-based comprehensive program review required once every five years (IV.2E.10). In addition, occupational education programs are reviewed by advisory committees and, in some instances, state and national certification boards to ensure that the programs are equipping students with the skills needed to succeed in the workplace (IV.2E.11).

Standard 2F – Articulation

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

The College has been extensively involved in articulating its instructional programs with high schools in its service area. The Articulation Council, comprised of faculty, administrators and counselors from area high schools, the Regional Occupational Program (ROP) and Santa Barbara City College, serves as an intersegmental body to oversee articulation activities (IV.2F.1). The Articulation Council reviews policies, procedures and activities in such areas as coordinating the administration of the College's English and math assessment tests to high school seniors interested in attending SBCC, sponsoring joint meetings of high school and College instructors in specific subject areas to discuss course articulation issues, and exchanging information on college-bound rates of high school seniors and the performance of high school graduates on the College's assessment exams (IV.2F.2 and IV.2F.3).

Representatives from area high schools, the ROP and SBCC also participate in the Santa Barbara Tech-Prep Consortium. Accomplishments of the Tech-Prep Consortium include: (1) development of 14 articulation agreements between high school/ROP and SBCC occupational education programs; (2) development of career pathways in Computer Information Systems and Office Information Systems; (3) offering applied academic courses in math, biology/chemistry, physics and communication; and (4) participation in professional development workshops on strategies for integrating academic and technical competencies into all courses (IV.2F.4).

The College, the University of California at Santa Barbara (UCSB), the Carpinteria High School District and the Santa Barbara High School District are co-sponsoring a project to develop a three-year bachelor's degree program. This program will enable qualified students to complete their freshman year of college while in high school by taking designated courses offered by SBCC and/or UCSB. After completing their high school and college freshman year requirements, the students would be guaranteed admission to UCSB as sophomores or, if they take their second year courses at SBCC, as juniors (IV.2F.5).

Academic departments, primarily through the department chairpersons and the deans of Academic Affairs, engage in ongoing dialogues with their counterparts in primary-receiver colleges and universities. Much of this effort is coordinated through the College's Transfer Center and its articulation officers. The articulation officers serve as the primary liaison between the College and transfer institutions with respect to changes in lower division requirements, articulation agreements, and proposed new and modified courses and programs (IV.2F.6). The College has guaranteed admission agreements with 15 transfer institutions and for 52 specific majors, including computer science and engineering at UCSB (IV.2F.7).

The College receives reports from UC and from individual California State University (CSU) campuses on the number and performance of its transfer students (IV.2F.8). In addition, the College contacts non-UC and CSU colleges and universities to which students requested transcripts be sent to determine if they enrolled at those institutions (IV.2F.9). This information, along with the data provided by UC and CSU, are reviewed each year as part of the College's transfer effectiveness planning process.

Information on students' satisfaction with SBCC and their perceptions of their preparation for transfer is obtained through a survey distributed periodically to all students who had transferred to UCSB during the prior year (IV.2F.10).

The relevance of courses to job requirements is ensured by a systematic analysis of specific job requirements and curriculum review. Feedback on the relevance of the curriculum and the adequacy of student preparation for the workplace is provided by the occupational education advisory committees (IV.2F.11), the comprehensive instructional program reviews (IV.2F.12), faculty contacts with employers of program graduates, and periodic surveys of former occupational education students (IV.2F.13).

For a variety of reasons, including low response rates and response bias, SBCC has abandoned the strategy of sending surveys to former occupational education students to determine job placement rates, earnings and satisfaction with the educa-

tion they obtained at the College. Instead, the College has developed, in conjunction with the Chancellor's Office and the California Employment Development Department (EDD), a method for tracking the post-college job placement and earnings of former students, one to three years after they last attended SBCC (IV.2F.14 and IV.2F.15).

Standard 2G – Noncredit Courses and Programs

Non-credit courses and programs, whether offered on- or off-campus, are integral to the educational mission of the institution.

Non-credit courses and programs are subject to review by an established Curriculum Advisory Committee, which serves as a subcommittee of the Continuing Education Advisory Council. Subsequent to approval of new courses and programs by the non-credit Curriculum Committee, recommendations are forwarded by the Vice President for Continuing Education to the District Curriculum Committee of the Academic Senate. Questions or concerns regarding actions are communicated to the Vice President for Continuing Education by the Chair of the Senate Curriculum Committee and/or the Vice President for Academic Affairs.

The evaluation of non-credit courses is carried out by administrative staff on a term-by-term basis. There is currently no formal program evaluation. A procedure and timeline for program evaluation will be established during the Spring 1996 term.

Programs are administered under stated and well-publicized policies and procedures. These are delineated in the *Continuing Education Faculty Manual* (IV.2G.1). During Summer 1995, efforts were initiated to consolidate all policies into one document. It is expected that this effort will be completed by the end of the Winter 1996 term.

Several efforts have been made to improve coordination with institutional credit programs. The most noteworthy of these efforts are delineated in the College's responses to the previous team's recommendations (See Standards 2 and 6).

Standard 2H – Community Education and Services

Community education courses are an integral part of the Continuing Education Division, and fall under the administrative authority of the Vice President. All standards for course approval, articulation and coordination of non-credit programs apply to community education activities.

Community liaison is an ongoing activity and is most evidenced by the Continuing Education Community Advisory Council (IV.2H.1). This council is made up of 40 community leaders representing a wide cross-section of professions, interests and groups in the program service area. Members serve two-year terms and are required to attend quarterly meetings of the Council, as well as serve on various subcommittees.

The College has written policies and procedures for the use of college facilities by the public (IV.2H.2). These policies and procedures are maintained and administered by the Director of Administrative Services.

The District submits the above documentation in support of its conclusion that Standard Two is met.

STANDARD THREE: STUDENT SERVICES AND THE CO-CURRICULAR LEARNING ENVIRONMENT

The institution establishes and maintains an environment that fosters the intellectual and personal development of students. Student services reflect an institutional concern for students' physical and mental health, facilitates educational progress and helps students relate to others in the institutional community.

Standard 3.A – General Provisions and Coordination and Administration

The concept of being a student-centered college is epitomized by the new Student Services Building. The staff designed the building based upon what our students desired and needed to meet their goals. The newly remodeled Student Services Building provides centralized access for students to essential student services. The departments were placed in a design which facilitated ease of use and basic need. For example, the Disabled Student Programs/Services (DSPS) offices are next to the Student Health Services Office, with an accessible restroom, and both are next to the parking area for persons with disabilities. The new Student Services Building, plus the total remodeling of the Student Activities area in the Campus Center and the creation of an International Education Center and gathering area, have resulted in excellent physical facilities for students.

The College has based its policies and practices on what is best for our students. In order to accomplish that goal, we have done research, and reviewed College policies and publications as outlined below.

The Assistant Dean, Admissions and Records, analyzes the "Student Characteristics Report" (IV.3A.1) each semester for the College and Board of Trustees. This analysis, along with the "SSPR" (Student Services Program Reviews) (IV.3A.2) which are conducted on a five-year rotational basis, provide in-depth mechanisms for meeting student advisement and service needs. The Matriculation Program had a site visit in Fall 1995 (IV.3A.3), which helped us evaluate that process. The DSPS Department had a program review site visit in January 1996 (IV.3A.4). The "Student Grievance" process is well-publicized in the *Schedule of Credit Classes, Student Planning Guide*, student registration materials and the *General Catalog*. The students have used the process. These same publications have the needed policies and procedures outlining student services and programs, student government and activities. The College encourages student partici-

pation on committees, provides for the Associated Student Body President to present a report to the Board of Trustees at each meeting, and has a student member on the Board of Trustees (with an advisory vote).

The staff uses consultative processes through the numerous College-wide committees. The Student Services Advisory Committee and the Matriculation Committee provide a clear avenue for students and faculty to have an active role in student service programs and policies. In addition, faculty input is obtained through Student Services Program Reviews, staff evaluations, College-wide committees, counselor liaisons and each instructional department. There are advisory committees for EOPS and Financial Aid, CARE, Recruitment/Outreach, Transfer, Student Activities, Athletics, Bookstore, Scholastic Standards, International Students and DSPS. The staffing and resources seem to be stretched to their maximum capacity, but the staff still provide exceptional service.

The College emphasizes celebrating the students' success through the President's Honor Roll receptions, Annual Awards Banquet, Scholarship Reception, TAP (Transfer Achievement Program) Reception, EOPS Commencement Breakfast, ISAP (International Students Academic Program) Reception, *Roots* newsletter and numerous activities in individual departments. We created a "gold tassel" for honors at graduation, a new diploma "With Honors," a transcript notation for semester honors, and a "Transfer Achievement Certificate" for students who are transferring. These elements encourage broad student interest in completing academic goals and enjoying the rewards of participation in Commencement, as well as other recognition events.

Standard 3.B – Admissions and Records

Santa Barbara City College is an open-access institution, open to any person with a high school diploma or equivalent or who is 18 years of age or older who can reasonably profit from instruction. In addition, students enrolled in local public or

private secondary schools may attend on a part-time basis.

Students entering SBCC are requested to complete an assessment of math and English (reading and writing) skills. The instruments used (MDTP, College Board APS, CELSA, holistic writing for English and ESL) have been approved by the Chancellor's Office with the exception of the holistic writing sample for ESL, which has provisional approval. Validation of the cut-off scores for the CELSA and the holistic writing sample is in process.

Currently, the student body is 38.1% ethnic minority, an increase of 24.5% since 1991. The largest growth has been seen in Asian (+31%) and Latinos (+17.6%) students. Almost 25 percent (24.7%) of the College population has self-identified as Latino, 6.6% as Asian, 2.2% as African-American, 0.9% as American Indian, 1.0% as Filipino, and 2.7% as other. Just over six percent (6.3%) of the students attending are in the EOPS Program and 5.9% are DSPS students. In the Fall 1995 Semester, there are 487 international students (4.3%), an increase of 227 students or 87% and 221 (1.9%) advanced high school students. The College's outreach efforts include outreach by the EOPS and DSPS programs, a strong high school relations program, outreach to community groups such as Casa de la Raza, International Student Program, English Language Studies Program (ELSP), counseling and outreach at the Wake Center, a Continuing Education site, and the College Rep Program. The College Reps are SBCC students who assist in recruiting students on high school campuses, at College fairs and community events.

Student records are maintained by the Office of Admissions in a fireproof area. In addition, archival records of students' academic histories and instructor grades are microfilmed. Duplicate copies of the microfilm cartridges are kept: one in Admissions and the other in a fireproof vault in the Accounting Office. Data and records maintained by computing systems are backed up nightly and the current backup is stored off-site.

Transfer credit is accepted from accredited institutions. A student applying for a degree, wishing to use a like course from another institution, must request such substitution from Counseling. If the course is similar, but not the same, and approval for a substitution is recommended by Counseling, the department granting the degree and the academic dean must also approve the substitution. This process ensures faculty access to curriculum issues of direct relevance to them.

Fee and refund information (IV.3B.1) is publicized in the *General Catalog, Schedule of Credit Classes* and application jacket, and given to each student who registers for classes (IV.3B.3). The refund policy is governed by Title V and Board-adopted policy.

Standard 3.C – Comprehensiveness of Services

The College has a comprehensive offering of student services. They are very well-developed and staff are continuously striving for improvement. Student Services programs appear to meet student needs as indicated by recent student services program reviews. While we do not have student support services that are ethnic-specific, our student support services are especially sensitive to the needs of our increasing Latino population. Our Transfer Achievement Program (TAP), our EOPS-sponsored cultural events (Dia de los Muertos, Cinco de Mayo, International Day), our ESL/Counselor Liaison Program and our High School Liaison Recruitment Program all possess components specifically targeted to the needs of our Latino population. Additionally, the *Student Planning Guide* (IV.3C.1), *Faculty Handbooks, General Catalog*, and *Schedule of Credit Classes* all seek to inform students of the services available.

The College provides integrated student support services (IV.3C.2) in the following areas: academic counseling, transfer services, career planning and job placement services, special services to disadvantaged students, special services to disabled students, tutorial service, the student activities program, student financial aid program, childcare services, athletics, veterans services, international student services, services for reentry students, student health services, psychological services, food services and student bookstore. Significant resource allocations exist for each

of the areas; however, the need for increased student financial aid, increased tutorial services, and increased childcare services continues to outpace availability.

The College is willing to hear and act on student grievances, problems and needs. Evidence of such commitment is the newly adopted Student Grievance Policy (IV.3C.3) and the Standards of Student Conduct Policy.

Efforts are made to ensure that students needs are met through regular meetings of the Vice Presidents and Deans of Academic Affairs and Student Services. These serve as the means of identifying student needs and coordinating efforts to meet them. The relationship between Student Affairs and Academic Affairs is cordial and mutually beneficial. Although all faculty may not be aware of all services offered, the majority use the services and refer students appropriately, as illustrated by the increased use by faculty of the "Referral for Educational Support Services" form. Another example is the increase of Business and Technologies faculty who include Career Center and Transfer Center assignments as part of their curriculum.

Standard 3.D – Counseling Services

Academic and career counseling/advising services are extensive and include small group, one-on-one walk-in, appointment-based and computer-assisted advising/counseling, as well as considerable self-help resources. These services are provided through a well-coordinated set of programs, including a comprehensive Transfer Center, a model Career Center, a computer-assisted Counseling Office, and an effective Faculty Advising Program.

A model Career Center has been developed since the last self-study. This center has significantly expanded career counseling services to assist students with decision-making, goal-setting and career planning. The career planning processes have been creatively and effectively integrated with instructional activity: over 30 courses now include Career Center assignments that involve students in career research through counselor consultations, computer-assisted career guidance and information systems, video, hard copy resources and community referrals.

The Transfer Center has developed into a state-wide model for assisting students seeking access to four-year institutions. Two innovations, the "Transfer Task Inventory" and the "Career Task Inventory," have provided the basis for structured student involvement in educational planning. The implementation of a comprehensive computer-based Student Services Tracking and Report system has provided the foundation for a wide array of referral and follow-up services for students on probation and students with special needs. Through computer tracking of student utilization of services, direct mail, and proactive telephone and classroom intervention, virtually every student is afforded several opportunities each year for regular and timely feedback on their educational progress. Classroom intervention included over 80 guest presentations to classes in 1994-95 by Student Services staff and Counseling faculty.

The use of technology continues to be an important tool in follow-up activity: in 1994-95 over 9,000 computer-based progress checks were generated by students on ASSIST (a networked computer-based degree audit and academic progress check system) and undecided/undeclared students made extensive use of computer-assisted career planning services. Proactive follow-up interventions are based upon a comprehensive mainframe computer database which identifies student course enrollment and semester-to-semester course-taking progress; a networked Student Services Tracking System that tracks student utilization of services; a Student Services Report System that provides direct access to ad-hoc follow-up rosters, counts and labels; a Counseling Menu which provides computer access to student-specific information; ASSIST—a networked computer-based degree audit and academic progress check system; and several PC-based tracking systems that support follow-up of students in special programs.

Several special programs provide supplemental counseling/advising services to special populations (IV.3D.1). The programs include International Students Program, EOPS, DSPS, Athlete Academic Support Program, Transfer Achievement Program (TAP), SBCC-UCSB Transition Program, Veterans Program, Gender Equity, New Horizons and LINKS, Honors Program, Advanced Student Program, VATEA-Career Advancement Program, Health and Wellness Program, Mental Health Counseling Program, a high- tech DSPS Center, an award-winning EOPS/CARE Program, federally-funded Alcohol and Other Drugs Program (AOD), and Student Assistance Program (SAP).

Every student is afforded the opportunity of access to several modes of Counseling service year-round. A coordinated delivery system assures that individuals needing personal attention have reasonable access to counselors, while more independent students are able to secure assistance on their own through several self-help and walk-in resources.

New students are provided small group (10-15 students) pre-enrollment advising by Counseling faculty immediately following group orientation. New transfer students are provided one-on-one pre-enrollment advising. All new matriculating students are invited and encouraged to schedule individual counseling appointments within their first semester to further develop a student educational plan that was initiated at the small group or individual advising session.

A redesigned appointment referral and scheduling system for continuing students, in coordination with referrals to the Transfer Center and Career Center, has resulted in increased student-counselor contact, increased student involvement and preparation for counseling sessions, and better utilization of computer-assisted, self-help and walk-in counseling services.

The discussion above offers ample documentation in support of the College's meeting this standard.

STANDARD FOUR: FACULTY AND STAFF

The categories of those who are employed by a postsecondary institution vary substantially from one institution to another, but typically include those who teach, those in student services, those in learning resources, paraprofessionals, support personnel and administrative staff, and includes persons employed on full-time and part-time bases. The institution demonstrates its commitment to the increasingly significant educational role played by diversity of ethnic, social and economic backgrounds among its members by making positive efforts to foster such diversity.

Standard 4.A – Selection

The College's selection program for faculty and staff has resulted in highly qualified, professional and diversified staff. All faculty members meet the minimum qualifications provided by the State for the respective discipline. Certification of possession of the appropriate degrees and experience is made at the time of committee review and selection. The College has a sufficient number of faculty and staff to provide for an effective instructional program. Review of manpower staffing charts (IV.4A.1) shows that the College has a very stable workforce and there have been no layoffs. There has been a steady increase in faculty and staff. For example, in 1985-86, there were 169 regular faculty members vs. 189 in 1995-96 and 184 classified in 1985-86 vs. 252 in 1995-96, a significant increase. The number of managers has remained fairly level during that period of time.

The quality of the faculty preparation is reflected by the number of regular faculty that possess a doctorate: of 189 faculty, 39 or 21% have a doctorate (IV.4A.2).

Classified employees are also required to meet established education/experience criteria as per Board of Trustees approved job classifications.

The criteria, qualifications and procedures for the selection of faculty and staff are well established by Board approved policy and procedures (IV.4A.3). All job announcements reflect the selection criteria and qualifications and all selection committees

receive training regarding these selection factors and procedures. They are closely monitored by the Affirmative Action Officer (IV.4A.4). For faculty members, teaching effectiveness is the prime criteria and committees use various devices to determine this, including teaching demonstrations during the interview process.

Written policies exist to ensure that equity exists in the employment process. These policies are established in accordance with State guidelines and are contained in the District's Affirmative Action Program Plan (IV.4A.4a) and the selection procedures for classified, faculty and administrators. An aggressive recruitment effort is made by the District to ensure a well-qualified applicant pool for all regular vacancies. This includes wide advertising, job fairs, advertisement in minority/female-oriented publications. The hiring process is closely monitored by the Affirmative Action Officer with appropriate reports made to the Administration and Affirmative Action Committee. Such reports include, but are not limited to, applicant flow analysis, hiring reports by the College and by department, longitudinal reports showing minority/female hiring and population over the years.

There have been steady gains in the proportion of women and minorities employed by the College as shown below:

Population at Santa Barbara City College

		% Minority	% Female
1985-86	Management	22	39
	Faculty	14	37
	Classified	32	58
1995-96	Management	23	45
	Faculty	20	46
	Classified	36	60

Total percentage of hires of regular faculty and staff for the 10-year period, 1983-84 through 1994-95, are as follows:

	% Minority	% Female
Management	18	56
Regular Faculty	22	54
Classified	29	62

For a detailed report on this data, refer to References (IV.4A.1).

Standard 4.B – Qualifications of Staff

All members of the faculty and staff are extremely well qualified and have the necessary academic background and experience to carry out their duties as prescribed by Santa Barbara City College.

All faculty, both credit and non-credit, meet the State Minimum Qualifications (MQ) for the disciplines in which they are hired. The number of faculty possessing an earned doctorate is 39 out of a total of 189 or 21% (IV.4B.1). The District's lengthy recruitment and selection program is designed to attract and hire the best "qualified candidate" and the process has resulted in an excellent high-caliber faculty and staff. The minimum qualifications for each faculty discipline are contained in each job announcement and form the basis for the selection criteria used by all hiring committees. Questions asked by committees are closely related to these criteria.

Standard 4.C – Evaluations

The College has a formal and systematic policy for the evaluation of faculty and staff with appropriate follow-up and re-evaluation as necessary.

The faculty evaluation process was changed in accordance with AB1725 and has been periodically updated and changed by the Academic Senate. The evaluation policies are contained in Section 2100 of the District's Policies (IV.4C.1) and Article 13 of the CSEA contract.

Regular faculty are now evaluated every three years and probationary faculty more frequently, in accordance with Education Code tenure evaluation requirements. Classified employees are evaluated once a year and management every two years. Part-time faculty are evaluated every three years. The faculty evaluation consists of peer review, student evaluation, self-evaluation and administrative review; in cases of an unsatisfactory evaluation, a re-evaluation and improvement plan are necessary. In all cases, teaching effectiveness is the prime consideration.

In addition, management evaluation includes self-evaluation, client surveys and supervisor evaluation. The evaluation mechanisms are effective tools for faculty and staff development.

Standard 4.D – Staff Development

The College provides a broad scope of opportunities for faculty, staff and administrators to remain current in their field of expertise. The College has a formal structure by which the staff development programs are administered, contained in the Faculty and Staff Development Program (IV.4D.1). This document was created with the advent of AB1725 and is updated on an annual basis. This development plan was adopted by the Board of Trustees. As outlined in the plan, there is a budget system that details the distribution of staff development funds, the appointment of committee representation, and a mechanism to report a summary of activities and expenditures.

Most staff development activities are administered by the Faculty Enrichment Committee and the Classified Professional Growth Council. Management development is administered by the Vice President of Human Resources and the Management Development Committee.

The Faculty Enrichment Committee, an Academic Senate committee, coordinates faculty and professional development. The committee reviews applications and recommends approval of Faculty Enrichment Grants, which are given to improve instruc-tional techniques as referenced in the *Instructional Improvement Booklet*, pg. 21 (IV.4D.2).

The Professional Growth Program (IV.4D.3) supports classified staff to continue their education. A Management Staff Development Program (IV.4D.4) has been developed to provide skill-based training for managers. Twenty classified employees and managers have attended various off-campus seminars through AB1725 funds. These are just a few examples of the opportunities offered to College employees. Each employee of the College has a number of options available each year to participate in staff development programs offered on campus by these groups, as well as programs supported off campus.

The Faculty Enrichment Committee (IV.4D.5) publishes the *Faculty Voice*, a literary magazine by and for faculty members (IV.4D.6). The committee also co-sponsors the Faculty Colloquium, which features presentations by SBCC staff members (IV.4D.7). The committee coordinates In-Service speakers for Fall and Spring semesters, workshops for faculty members, including several on teaching under-represented students and international students, orientations for new full- and part-time faculty members and other enrichment activities (IV.4D.2, pg.19).

The deans are responsible for allocating travel and conference funds to faculty members, and the vice president is responsible for allocating funds for special projects which allow faculty to make improvements in their teaching or departments (IV.4D.8).

As the use of technology on campus has grown, the College has increased the number and scope of technical training programs offered. Training is continually offered in-house to keep staff current with the ever-changing advances of technology. The College will continue to keep technology as a priority in its staff development efforts. A Faculty Resource Center has been established to aid faculty in acquiring technical expertise and in utilizing technology to benefit their students. In the past year, 270 employees have participated in technical training offered on campus by our Information Resources division.

Faculty members on the Faculty Enrichment Committee and those working with the Faculty Resource Center each received a New Faculty Instructional Improvement Grant from the State of California Chancellor's Office during Spring 1995. Each grant provides funding for faculty to improve their teaching, either in the area of Cooperative Learning (IV.4D.9), or in their use of technology in the classroom (IV.4D.10 and .11).

Sabbatical leaves are granted to eligible faculty members to give them time to enhance their instruction (IV.4D.12).

The faculty and staff development program is very active and has wide participation by faculty, both full-time and part-time, and classified staff and administration/management. With AB1725 funds, the District has provided substantial support for In-Service programs for both faculty and staff.

Each employee of the College has a number of options available each year to participate in staff development programs offered on campus by these groups, as well as programs supported off campus. Every effort will be made to continue to support and foster staff development activities at the College.

Standard 4.E – Other Personnel Policies

The College has developed and maintains a comprehensive set of Personnel Policies and Procedures (IV.4E.1). Policies and procedures dealing with full-time and part-time faculty matters were developed over the years in a collaborative manner with the Academic Senate which is responsible for the review of new policies for faculty. Other Personnel Policies have been negotiated under collective bargaining by the Instructors' Association and the California School Employees Association (CSEA). These policies are clear and available to all faculty and staff. They are distributed on a routine basis. In addition to the District's Personnel Policies, there is also a *Faculty Manual* for both credit and non-credit (IV.4E.3a) and a *Classified Employee Handbook* "You and Your Job" (IV.4E.3b), which is distributed to employees on a routine basis. A *Faculty Department Head Handbook* has also been developed and distributed (IV.4E.3c). In addition, the Office of the Academic Affairs and the Personnel Department conduct a New Employee Orientation Program for all new employees. This orientation includes part-time faculty members. The College makes extensive use of the *College Memo* and e-Mail to keep employees informed of District policy and new policy changes. These policies and procedures provide guidance for dealing with appointments, evaluation, retention (tenure, probation, termination), advancement and due process.

Personnel files and information are kept strictly confidential and are only released in accordance with provisions of the Public Records Act, or court order, subpoena, or with the approval of the employee if appropriate. Personnel files are kept in fire safes and inspection of files is done in accordance with District policy, i.e. Section 2420, Faculty and Administrative Personnel Policy (IV.4E.1a) and Section 1610, Classified Rules and Regulations (IV.4E.1b).

The criteria and policies which determine workload for faculty and classified staff are clearly stated in District policy and are fairly applied to all employees. Policies which determine workload are found in the listing of references.

In the District's view, the evidence above demonstrates that this standard is met.

STANDARD FIVE:
LIBRARY AND LEARNING RESOURCES

The College provides those learning resources necessary to support the educational program and the intellectual and cultural development of staff and students, day and evening, on and off campus. The adequacy of an institution's learning resources is judged in terms of its goals and programs. The effectiveness of an institution's learning resources is judged by how well and how much they are actually used.

Learning resources include the library and its collections, learning laboratories and centers, other collections of

materials that support teaching and learning, instructional technology and support services, distribution and maintenance systems for equipment and materials, instructional information systems, instructional computers and software, telecommunications and other instructional media, and the facilities that house such equipment and services.

Standard 5.A – General Provisions

The Library's holdings, media resources, facilities and staff are sufficient in quality, depth, diversity and currentness to support the College's educational offerings. There has been a steady increase in the past few years in student and faculty use of the Library (IV.5A.1), learning resources (IV.5A.2)), and the Communication Laboratory (IV.5A.3). User satisfaction with the Library and learning resources remains high (IV.5A.4) and the learning resources equipment is properly maintained (IV.5A.5).

In the past few years the College has invested a considerable amount of money to expand and upgrade the learning resources provided to students and staff. To illustrate, since 1994 the College has (1) created four 30-station computer labs in the Business/Communication Building; (2) built a new Communication Lab; (3) expanded and upgraded the computers in the CAI Lab as well as in the Sciences Division Computer Lab; (4) allocated funds to replace the audiotapes in the ESL/Foreign Languages Lab with 35 multimedia computers; (5) earmarked resources to establish a new 30-station Multimedia Computer Lab in the Learning Resource Center; (6) added computers, CD-ROMs and software in the Library for student and staff use; and (7) added high-end multimedia projection capabilities in seven classrooms.

Along with upgrading the technology in the Library and learning resources facilities, the College has taken several steps to strengthen the staff support in these areas. A full-time certificated librarian with expertise in instructional technology was hired in Fall 1995. One faculty member was granted 100% release time in 1995-96 to coordinate the College's learning resources (IV.5A.6) and another faculty member was given a three-year full-time assignment to serve as director of the Faculty Resources Center (IV.5A.7). The Media Services unit was reorganized to allow for better coordination of the technical support for the use of computers and media in instruction (IV.5A.8). Four classified positions were upgraded to match the increased expertise needed to support the technologies used in the delivery of learning resources (IV.5A.9).

Library expenditures as a percentage of the total College budget have remained at about 1.5% since at least 1986 (IV.5A.10). Prior to Spring 1995, the book budget had not been adequate to meet all the top-priority requests from the faculty for new book purchases. However, recent increases from Library fines and lost-book charges, an annual allocation from the Academic Affairs instructional equipment budget, and gifts from the Friends of the Library should help meet most or all requests. The Library's budget to purchase periodicals is not sufficient to meet the demand for these publications. The Library staff is examining alternatives to adding new periodicals, such as providing access to this information via FirstSearch or a full-text CD-ROM system. In the interim, the collections can meet many needs, and the much larger collections of UCSB and the Santa Barbara Public Library are readily available to students.

A variety of learning resources are being used to provide support for varying modes of instruction appropriate to students' needs and learning styles. These include the instruction offered in the CAI Lab, tutoring services, the Student Word Processing Center, the DSPS Learning Lab, the Communication Lab, and the growing use of video and multimedia software in the numerous instructional computer labs.

As illustrated in the activities of the Faculty Resource Center and in the titles of faculty enrichment grants and sabbatical leaves that have been approved in the past several years, faculty and staff are actively involved in incorporating learning resources into instruction to meet the changes taking place in their

disciplines and students' learning needs (IV.5A11, .12, .13). The Faculty Resource Center staff provides technical assistance to faculty in the development and application of learning resources.

Standard 5.B – Resource Development

Library books and serial titles are acquired based on recommendations from the faculty and Library staff. Review media and publicity are regularly circulated among the faculty, and responses have been very positive. In addition, student and community library users are encouraged to submit their recommendations.

Funds are provided to instructional departments to purchase learning resources and instructional materials. Two of the major objectives of the Faculty Resource Center are: (1) to assist staff in the selection and evaluation of instructional technologies-related equipment and software; and (2) to keep staff informed about new developments in learning technologies (IV.5B.1).

Standard 5.C – Accessibility

The Library and other learning resources are promoted in the College's Orientation Program for new students; in the *Student Planning Guide* (IV.5C.1); in printed materials distributed to students, faculty and staff; and by faculty and counselors in their classes and advising sessions. The Library/LRC *Handbook* is revised and published annually. A half-credit course, English 109, Library Skills, is offered each semester on a credit/no credit, open entry/open exit basis, and credit transfers to the CSU system. The course is currently undergoing extensive revision in order to offer instruction on three levels: ESL/basic skills; intermediate; and advanced. The library staff completed a series of three videotapes on Library use (general introduction; how to find a book; how to find a periodical article), and published information sheets on literature (e.g., The Novel: Suggestions for Research). Plans are in progress to provide access to all these materials via the Library's proposed home page on the Internet. Library orientations for individual classes are provided and the reference librarian in charge of these is engaged in outreach work to expand use among the faculty. Library staff is currently working with Disabled Student Services to provide better service to these students.

Hours of Library and LRC service are now adequate to meet student needs. The Library is open 76 hours a week, including Saturdays. Dial-in access to the computerized on-line public access catalog is available 24 hours a day and access will be available sometime in the near future on the Internet. It is then expected that faculty will be able to submit purchase requisitions for class orientations and similar requests by e-mail.

Standard 5.D – Faculty and Staff

With the exception of the non-certificated personnel in the Library, the learning resources staff is sufficient in number and is properly qualified in various specialty areas to serve users and to provide technical support. Although the Library is currently using a professional volunteer and a graduate student intern to keep pace with its cataloging demands, an additional staff person will be requested. As noted in the response to Standard 5A, the College has in the past two years reclassified to a higher level four staff positions in support of its learning resources operations, replaced a vacant full-time certificated librarian position with a person with a strong background in instructional technology, appointed an interim director of the LRC, created and staffed the Faculty Resource Center, and combined and cross-trained the technical support staff of the Media Services and the Computer Technical Support units. These changes in staffing have enhanced the support provided by the Library and learning resources programs.

Standard 5.E – Information Technology

This year the Library has added five new Macintosh computers. All of these computers allow access to e-mail, the campus

network and the Internet. The Library has started to build a collection of CD-ROMs at the reference desk for student use. The Library Committee has agreed to an interim collection development policy for electronic media. The Library public catalog, periodical check-in and claiming, circulation, reserve, cataloging and acquisition systems are all presently automated. CD-ROM systems and the OCLC FirstSearch System (via the Internet) are used for periodical indexing. The VTLS system, including the public catalog, is available via dial-in access, and is expected to be available via the campus network and the Internet in the future. Planning is in progress to provide links from VTLS workstations to the public catalogs of UCSB and the local public library system. The Library building is cabled and connected to the campus fiber-optic network.

The College has invested a substantial amount of resources into expanding and upgrading its computing and data communications services. In the past two years, it has connected all of its buildings with fiber optics, purchased computers for all certificated faculty who did not have one, and acquired over 100 computers for its instructional computer labs. The College is developing plans to provide all students on and off campus with access to the Internet and its e-mail system. To achieve this goal, College staff have invested a great deal of time and effort in devising strategies to support the projected computing needs of its students and staff. These efforts are reflected in the report of the Computer Acquisition and Replacement Redesign Team.

In Spring 1995, the College created the Faculty Resource Center to provide faculty and staff with the training and technical support needed to take full advantage of instructional technology. As a part of the FRC's professional development plan, the Library has assumed responsibility for training faculty in how to use the Internet to find information. Staff in the Library, LRC and FRC are developing an information literacy course for students.

Based on the above, the College concludes that the standard is being met.

STANDARD SIX: PHYSICAL RESOURCES

Physical resources, including buildings and equipment used both on- and off-campus, are adequate to serve the needs of the institution in relation to its stated purpose, goals and activities. The physical environment of the institution contributes to an atmosphere for effective learning.

Standard 6.A – Facilities

The campus facilities master plan (IV.6A.1), first developed in 1975 and subsequently reviewed and updated by the Board of Trustees in 1984, is nearly completed.

The implementation of the master plan follow-up adhered to the six-year schedule below:

Date	Project/Cost	Sq. Ft.
August 1989	Library/Learning Resource Center $6,103,935	52,335
August 1991	Interdisciplinary Center $4,006,631	35,795
April 1991	Student Services (Remodel) $2,600,000	31,120
May 1993	Parking Structure $6,142,806	145,088
June 1993	Campus Bookstore $2,863,750	17,733
August 1993	Campus Center (Remodel) $1,300,000	13,000
August 1994	Business/Communication Bldg. $6,540,226	35,280

To provide for funding of ongoing maintenance, rehabilitation and minor non-State-funded construction, the Board of Trustees adopted a policy on August 22, 1991, that year-end balances in

the General Fund accounts (except categoricals) would be transferred to the Rehabilitation Fund (IV.6A.2) for maintenance of the infrastructure (building and grounds); further, that the minimum funding level would be $600,000 per year. This level was established as a floor representing approximately 1.0 percent of the total building asset valuation of $60 million. In the past four years transfers to the Rehabilitation/Maintenance Fund total:

Year	Transfers
1991-92	$629,000
1992-93	390,000
1993-94	1,354,600
1994-95	1,286,696
Total	$3,660,296

The District completed a building assessment survey in 1993-95 listing numerous rehabilitation/maintenance needs. The list is utilized in allocating funds to priority items. The construction/renovation projects that have been completed demonstrate the extent of the activity and District commitment to improving campus facilities since 1991 (IV.6A.3 and .4).

Every two to three years a building valuation survey is undertaken and a safety inspection made by a safety engineer (IV.6A.5). Safety items have been corrected by District staff or private contractors. In 1994-95 a major air quality study was conducted of an area in the Administration Building (IV.6A.6). Testing, corrections and modifications exceeded $160,000.

The District Facilities, Safety and Security Committee meets monthly, or as necessary, to address employee, student and visitor safety items. Hazardous substances communication and training programs are ongoing. Items such as asbestos abatement, PCB removal and hazardous waste disposal are part of the College's regular program and it is primarily State-funded.

The District cooperates with Santa Barbara County Emergency Management Systems and the County Office of Emergency Preparedness during disasters (such as the January, March floods in 1995).

The District has installed a computer-controlled Energy Management System to help reduce the energy costs on the two main campuses (Cliff Drive). Most new buildings have more square footage and air conditioning; therefore, electrical use has grown. Since 1991-92 the total electrical use has grown about 2.2 percent per year as follows:

Year	Usage
1991-92	5,692,023 kWh
1992-93	6,272,358 kWh
1993-94	5,941,013 kWh
1994-95	6,198,252 kWh

Such growth is considered quite moderate given the new campus facilities.

In 1992 the District completed a study of the entire District responding to the new ADA (Americans with Disabilities Act) standards. The study was completed and included in a COBCP (Capital Outlay Budget Change Proposal) submitted to the Chancellor's Office in January 1993. The College is awaiting State funding.

Standard 6.B – Equipment

In 1993-94 the District contracted for a complete asset inventory to verify individual values of equipment items and to bar code the larger items. The new inventory has become the basis for replacement equipment allocations in the 1994-95 and 1995-96 fiscal years. The total District equipment inventory now exceeds $12 million, with an additional $9.5 million in large fixed equipment (motors, air handlers, air conditioning units, etc.) for a total of $21.5 million for fixed and non-fixed equipment.

On August 22, 1991, the Board of Trustees adopted a policy to transfer any funds from Lottery revenues in excess of 2.0 percent allocated for District salaries (approximately $500,000 is used for salaries) to the Equipment Replacement Fund (IV.6B.1). This decision was based on recognition that an average 15-year re-

placement life would be assumed for the non-fixed equipment by establishing a need of about $800,000 per year for equipment replacement. Over the past four years transfers to the Equipment Replacement Fund were:

Year	Transfers
1991-92	$ 900,000
1992-93	652,000
1993-94	594,800
1994-95	1,003,425
Total	$3,150,225

Standard 6.C – Facilities Planning

The Facilities Master Plan was last amended in 1992. Most of the major construction has been completed to build out the West Campus. The College's Five-Year Construction Plan of February 1996 (IV.6C.1) includes several projects on the Chancellor's approved list:

Project	Cost
ADA (barrier removal)	$2.8 million
LSG (code/safety)	2.7 million
Administration (secondary effects)	2.6 million
Total	$8.1 million

The passage of Proposition 203 has resulted in the anticipated funding of the Administration secondary effects and the LSG code/safety corrections (IV.6C.3 and .4), with approximately $5.6 million expected to be allocated in 1996-97 and 1997-98.

Staff and faculty have been involved in all the planning and construction projects. The Board of Trustees has had significant involvement in all construction and major maintenance projects, and they approve the Rehabilitation/Maintenance/Construction budget each year.

The District presents the above documentation to verify that this standard is being met.

STANDARD SEVEN: FINANCIAL RESOURCES

Standard 7.A – Financial Stability

Financial resources are sufficient to achieve, maintain and enhance the goals and objectives of the College. The level of financial resources provides a reasonable expectation of financial viability and improvement. Financial management exhibits sound budgeting and accounting. Financial planning is based on institutional planning involving the governing board and broad staff participation.

The decade of the 1990s started on a note of optimism. However, the last few years have been among the most challenging in the history of higher education in California.

The steady growth of FTES peaked in 1992-93 and State apportionment left about 500 generated FTES unfunded. In 1993-94 enrollments fell by nearly 6 percent. However, the College was still "above cap." State property tax shortfalls began in 1991-92 and grew to around 3 percent in 1993-94 and 1994-95. The District had to respond by cutting costs, freezing replacement positions, and trimming programs and services (IV.7A.1). The staff received no raises in calendar years 1993, 1994 and 1995 due to the State revenue shortfalls.

The District has had no mandatory layoffs, no reductions in employee benefits, and no severe disruption of services since the last Accreditation visit. Nearly $400,000 has been identified annually to fund the "automatic cost increases" (utilities, salary step and column, etc.). The District has maintained a 5 percent contingency reserve as required by Board of Trustees policy, established an equipment replacement fund from Lottery proceeds of about $800,000 annually, maintained a conservative reserve in the self-insurance fund, and funded the Rehabilitation/Maintenance fund (IV.7A.2).

Long-term liabilities are few. The last of the bonded indebtedness remaining will be paid off by August 1998 using the regular

tax collection procedure (IV.7A.3). The District has no COPs (Certificates of Participation), no long-term leases, no unfunded retirement liabilities, or any other liability which could not be cleared in two years. The equipment replacement reserve will be funded for at least another three years. The Rehabilitation/Maintenance/Construction reserve, however, has no stable funding source other than General Fund ending balances which continue to diminish.

Cash flow has not been a problem for the District (IV.7A.4). The District has not issued TRANs (Tax Revenue Anticipation Notes), borrowed any funds, or applied for advance funding from any source.

Standard 7.B – Financial Planning

Due to the instability of State funding, long-range financial planning has been very difficult for the past four years. There has been no reliable allocation of funds for community colleges, and thus guessing about what will be funded has become the operating mode (IV.7B.1). The Chancellor's Office allocations have had to be modified as State revenues change during the year. In the 1993-94 and 1994-95 fiscal years the District did not know its actual funding until September/October after the year had closed. By necessity, projections of District revenues have to be conservative within the College, and backed with adequate reserves or contingencies. It affects financial credibility when results are better than anticipated.

Recognizing the continued volatility of the financial allocations, the District engaged a consultant to assist the College Planning Council in reallocating the shrinking discretionary dollars. Criteria for budget decisions were better defined, a taxonomy of functions and services was created, and an estimated cost of the various functional areas were defined by the vice presidents. Utilizing the *Statement of Institutional Directions*, the District Mission Statement, and the Educational Master Plan, reduction lists at the 3 percent, 5 percent and 7 percent levels were developed by each vice president (IV.7B.2). The District developed a list of

budget development principles which were utilized in making the reductions in 1994-95 (IV.7B.3). A potential list of approximately $500,000 in reductions was identified and, due to projected shortfalls in revenue, $383,613 was permanently cut from budgets during 1994-95. This budget development process permeated the District as all areas were required to rank reduction elements/activities.

As a result of this planning experience and the view that the State's fiscal problems were long-term, consensus was reached by the College Planning Council that a long-term approach was needed. The conclusion was to apply reengineering principles to achieve cost reductions. From this decision, "Project Redesign" resulted. The Project Redesign planning process yielded 19 College "redesign" efforts intended to deliver services more effectively and at less cost. The 1995-96 budget reflected the positive upturn in the state's economy. A 5 percent salary increase was implemented for all groups, effective January 1, 1996. The College budget, assuming the state allocation matches the amount promised, will be balanced and contains a 5 percent contingency reserve.

Standard 7.C – Financial Management

All campus groups are made aware of the College's financial situation. The District Superintendent/President and the Vice President of Business Services provide the fiscal leadership for the District. The Board of Trustees is fully informed of all activities reflecting financial management.

Finances are an "open book." In pre-negotiation sessions with the bargaining units an approximately 200-page information book was developed and distributed widely. It contained full and complete explanations of State funding mechanisms, program based funding, all sources of revenues, and all expenditures for the past five years. Every District fund was presented and its purposes explained. Historical statistics, current constraints, and future trends were all discussed openly, frankly and honestly.

The Vice President of Business Services is responsible for the financial management of the District, assisted by the Controller and fiscal staff who are responsible for the day-to-day operations. Financial records are on-line to managers. Financial reports are distributed monthly for validation. Those with access to the mainframe computer may utilize the on-line account look-up capability to review the current status of any account. Account status is also monitored by the Fiscal Services staff to anticipate potential budget problems.

The budget is reviewed as the fiscal year progresses (IV.7C.1). A mid-year budget adjustment is submitted to the Board of Trustees for approval after the first principal apportionment is received in February. The adjustment updates the budgeted revenue and appropriations information.

The financial records and internal control processes are audited annually by a Certified Public Accountant (IV.7C.2). Well established procedures that have been effectively applied over the years have resulted in annual audits which have included few negative audit findings. New guidelines and procedures have been developed for trust accounts to strengthen internal controls. In addition, the responsibilities of a current staff position have been revised to emphasize internal audit responsibility.

The Bookstore, Cafeteria and the Foundation for Santa Barbara City College are also subject to specific financial reporting procedures. Quarterly financial reports submitted to the Board of Trustees include reports for both the Bookstore and Cafeteria. Budgets are developed and reported on the annual financial and budget report required by the Chancellor's Office. The District's annual independent audit includes a review of Bookstore and Cafeteria records. An annual independent audit is also required for the incorporated Foundation for Santa Barbara City College (IV.7C.3).

Certification That the Standard Is Being Met

The District presents the above examples of financial management and certifies that the standard is being met.

STANDARD EIGHT: GOVERNANCE AND ADMINISTRATION

Postsecondary education has a tradition of broadly shared authority and responsibility. For an institution to serve its purposes and achieve its goals each major constituency must carry out its separate but complementary roles and responsibilities. Institutional governance mechanisms provide the means through which policy is developed and authority is assigned, delegated and shared in a climate of mutual support.

Standard 8.A – The Governing Board

It is the judgment of the College community that the Santa Barbara Community College District Board of Trustees understands and fulfills its responsibilities in accord with the standards set forth by the Accrediting Commission for Community and Junior Colleges.

The Board maintains a focus on the quality of institutional programs and services, and acts consistently with maintaining the integrity of the institution in all facets of its present operation and in ensuring the College's capacity to operate well into the future.

In fulfilling its responsibility, the delicate balance between policy development and the executive responsibility to implement that policy is understood and followed. The Board maintains its awareness of the quality of educational and student services programs by having all program reviews presented in public session to the Trustees. In addition, all sabbatical leave reports are presented both in writing and through personal appearances by sabbatical participants. The Board, through its committee structures (IV.8A.1) and Board meetings, assures the capacity to hear first-hand from members of the College community on issues as these issues move toward formal resolution at the Board meeting (IV.8A.2). The Board also acts on approving the *Statement of Institutional Directions* and in accepting the Assessment of Institutional Effectiveness. Thus, by placing a priority on

matters of educational significance on their agenda, the Board provides an emphasis on planning, program development, implementation, and evaluation (IV.8A.3).

The Board's commitment to the College's higher education role for our community is enhanced by the stability of service provided by individual Board members. A majority of the Board has served beyond 15 years, while three relatively new Board members (less than four years of service), have provided new perspectives on issues. The condition of the District in terms of its relatively solid fiscal well-being, the generally positive status of its facilities and the positive and proactive relationships among component groups has been tremendously affected by the Board's leadership and stability.

The Board of Trustees evaluates the Superintendent/President annually and uses the vehicle of the Study Session to critique its own procedures and improve upon its performance. The Board is guided by, and adheres to, the Statement of Ethical Conduct (IV.8A.4).

Standard 8.B – Chief Executive Officer

The Chief Executive Officer has completed his 15th year of service in that position at SBCC and his performance is consistent with the expectations outlined in the standard. During his tenure, he has devoted his full-time emphasis to fulfilling College responsibilities (IV.8B.1 and .2) and in providing an emphasis for defining institutional directions, priorities and assuring that ongoing evaluation and improvement are sought.

Recognizing the dependency of the College on state funding and involvement of state entities in core matters of the College, the Superintendent/President has actively participated in representing the College at the state level.

Support for Affirmative Action has been consistent and policies/procedures are well established within the institution and generally felt to be administered equitably. The Superintendent/President takes an active role in the development and adminis-

tration of the budget and in the College's planning, research and evaluation activities.

Communication is generally seen as direct, clear and the basis for action, though not always compatible with everyone's views.

Standard 8.C – Administrative Services

The College has had significant stability at the senior level of its administration, and this stability has helped to provide an understanding and achievement of the standards for good practice advanced through the accreditation standards (IV.8C.1). Middle management has had stability and the vitality that can result from new additions to its numbers. Administrative staff is viewed as competent, dedicated and responsive.

Considerable support is given to the improvement in instruction through areas such as occupational technology, institutional research, program reviews and support for instructional experimentation. All information is accessible and general issues are resolved in a timely manner.

The demands upon the administration have been consistent. There has been little, if any, interest identified by full-time faculty to enter into administrative positions. Staffing is seen as minimal to carry out the scope and complexity of responsibilities assigned to the administrative staff.

Standard 8.D – Faculty

At SBCC, the established mechanism for faculty participation in shared governance is the Academic Senate and a system of committees that report either to the Senate or to related governance bodies on campus. As a matter of policy and professional responsibility each faculty member is expected to participate in the governance process through these structures.

Since the last accreditation visit in 1990, the Academic Senate has been significantly reorganized. In an effort to increase effectiveness in the governance process, the Senate was reorganized

into a representative body elected by, and accountable to, the faculty. The President of the Academic Senate chairs this governance body. The Academic Senate plays an active role in reviewing and developing policies and recommendations in such areas as resource allocations, curriculum development and academic policies. The Academic Senate is directly involved in College-wide governance through its representation on the College Planning Council and all College-wide committees. In addition, the President of the Academic Senate meets regularly with the Superintendent/President and the Vice President of Academic Affairs. All faculty, including credit division part-time and Continuing Education Division faculty have elected representatives on the Academic Senate.

The role and responsibility of faculty in governance is clearly defined in the policy (IV.8D.1) on faculty and College governance (District Policy Manual #1200), in the Constitution and By-laws of the Academic Senate (IV.8D.2) and in the *Faculty Handbook* (IV.8D.3). A delineation of the relationship between the SBCC Instructors' Association (the faculty's bargaining agent) and the Academic Senate exists in both the *District Policy Manual* and in the Instructors' Association Agreement.

College support of faculty participation in shared governance is evidenced by the use of the consultative process in the development and revision of new and existing policies and procedures. Additional College support for faculty participation in governance is also reflected in providing members of the Academic Senate with compensation for their participation in governance activities.

In general, the faculty believe that their role in the College governance process has been strengthened and that lines of communication between faculty and administration have been clarified through the reorganization of the Academic Senate. Faculty have been able to exercise a substantial voice on matters pertaining to educational programs, faculty personnel, resource allocations and other institutional policy issues related to their areas of responsibility and expertise. However, faculty continue to express concern regarding their degree of involvement in the College budget building process. In the past few years the faculty have been given greater access to College budget information through their participation in discussions on budget reductions and, more recently, in a series of information sessions explaining the College budget. However, increased dialogue regarding College priorities and the concomitant allocation of resources is strongly recommended.

Standard 8.E – Support Staff

The support staff at Santa Barbara City College represents tremendous diversity, function and range of talents. Responsibilities are well defined (IV.8E.1) and supported through a comprehensive program of staff development. The College has a Classified Council (IV.8E.2) that is assigned responsibility for providing points of view for the support staff in areas not covered through collective bargaining.

The support staff is viewed by the College community as integral to the success of the College and as contributing in substantial ways to the accomplishments that have occurred. The visiting team, through discussions with campus personnel, will be able to verify the role played by the classified staff through the various governance mechanisms and the broad-based positive view that is held regarding the staff's contributions to institutional achievement.

Standard 8.F – Students

The student governing body is very well established and has consistently been fortunate to have a nucleus of participants actively involved in carrying out student-based responsibilities for College governance. At times, opportunities to participate directly in governing the College go unfilled because of the external demands (work, family, children, etc.) upon the limited time of students. Students who do participate provide valuable support.

Since the last accreditation visit, significant increases have

occurred in the number and vitality of student clubs and organizations. The discipline-based clubs (history, international students, honors, etc.) have added substantially to opportunities for student involvement and the enrichment of educational opportunities.

The Student Body President is provided with the opportunity to address each meeting of the Board of Trustees. The student trustees have been most diligent in carrying out their responsibilities.

This role of students in governance is regarded highly by the College and fulfilled at a satisfactory level by the students.

Certification that the Standard Is Being Met

Santa Barbara City College is an institution that is fulfilling its mission and achieving its goals. For this to occur, "each major constituency must carry out its separate or complementary roles and responsibility." In reviewing SBCC's performance in meeting the ACCJC standard on Governance and Administration, the College concludes that each facet of our community has an understanding of its role and responsibilities, and fulfills them in a manner that is mutually supportive and results in a positive synergy that adds significantly to the quantity and quality of work produced throughout the College.

This conclusion is well illustrated through Project Redesign.

The College Planning Council, with representatives from all facets of the College community has provided leadership for Project Redesign. Project Redesign has been endorsed by the Board of Trustees and has full participation from all segments of the College community.

For more traditional governance activities, there are well-defined procedures by which policies can be considered by all segments before final action is taken. Campus committees have representation that frequently includes representatives from more than one constituency (trustees, administrators, faculty and staff). Also campus constituencies join together for gatherings such as the Faculty Lecture, meetings with political representatives, in-service sessions and some social activities.

As with any organization, there are and will continue to be ways in which significant improvements can take place. Communication can almost always be enhanced, either through improving its clarity, assuring sufficient repetition and in the timeliness of it. Some issues, might in retrospect, have been dealt with too rapidly or not rapidly enough. However, there is an openness to the process of considering difficulties and problems, and instituting change to improve.

Respect among the constituent groups is well established among all components of the College. It is based on shared belief in our mission, commitment to serving students and a valuing of the competency that each group brings to the work of SBCC.
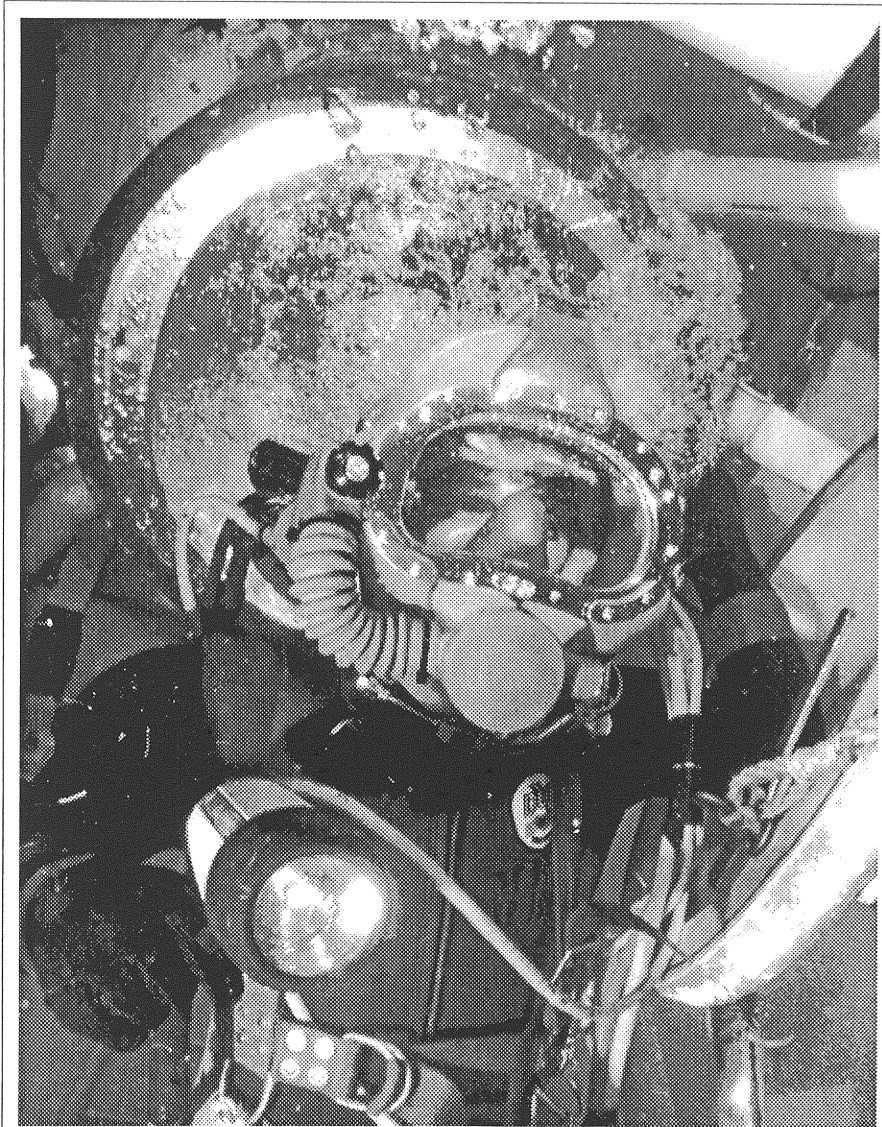
V. Project Redesign:
An Institutional Case Study

Project Redesign: Its influence on Santa Barbara City College from the Perspective of the Accrediting Commission for Community and Junior Colleges Standards for Accreditation

A. Project Redesign Teams: End-Results and Constraints

B. Results of Project Redesign Activities and Teams on the Standards: Implications for College-wide Practice

C. Results of Redesign Teams and Activities in Meeting the Goals and Objectives of Redesign at SBCC

D. Projections for the Future

A. Project Redesign Teams: End-Results and Constraints

Independent Access to Student Information

End-Results: The team charge was to "redesign a system whereby student and faculty members will be able to obtain student information at any time and from any place by independent actions." Student information, in this project, is defined as any information about the student that is, or should be, on a College database.

Financial Aid

End-Results: Students will be able to obtain general information, apply for, and have access to, their personal financial aid file from on- or off-campus locations at any time. The financial aid process will be streamlined for the benefit of the student.

The project results are:

To have SBCC's Financial Aid Office be recognized as the most efficient and "student-friendly" financial aid office nationwide at the community college level.

To use student affairs databases to provide access to financial aid information for both students and staff as regulated by policy, law and procedures.

To use electronic transmission systems to collaborate with governmental agencies for the transfer of data.

To reduce the paper flow process for processing aid throughout the campus.

To access information by students from on- or off-campus locations at any time.

To streamline the financial aid process to include reduction in the time to complete files, deletion of duplicate information on forms, and a reduction in the number of times a student must come to the office.

Assessment/Objective Testing (Instructional Redesign Project)

End-Results: The end-result of this project is to develop alternative methods to in-class evaluation of student work in the most efficient, effective and flexible manner possible that will maximize student learning, increase feedback provided to students and reduce faculty time spent in evaluating student work. More specifically, processes will be identified for evaluating student knowledge of course content outside of scheduled class time and for providing students with more timely feedback on their understanding of the subject matter. This will give students an opportunity to correct their deficiencies in a timely manner and provide instructors with better feedback on student acquisition of desired course content in a more efficient and effective manner than is currently the case. Class time formerly used for evaluating student work will be available for additional instruction and the recording of student performance and be achieved in a more efficient (less time-consuming) manner. The process developed for evaluating student work will be generalized to other portions of the curriculum.

Marine Diving Technology (Instructional Redesign Project)

End-Results: Increase student access to the Marine Diving Technology (MDT) Program; increase the number of students served; develop more flexible curriculum (shorter time, compatibility w/ hiring timelines); restructure instructional delivery methods; and increase cost-effectiveness.

Reprographics

End-Results: Develop effective and efficient reprographic services; e.g., creating and producing printed materials (through printing, duplicating, publications, reprographic services and distribution), using new strategies and technologies.

V. REDESIGN CASE STUDY

Credit Registration

End-Results: Students will be able to obtain application and registration information, apply to the college and register for credit classes from on- or off-campus locations and at their convenience.

The project will result in:

Student access to application and registration information from on- or off-campus locations.

Student ability to obtain the College application form from on- or off-campus locations.

Student ability to complete and return College application form from on- or off-campus locations.

Quicker response time to students applying to the College.

Student ability to register for, add or withdraw from classes from on- or off-campus locations.

Improved student satisfaction of the application and registration process.

More efficient and effective use of staff time.

Student Fee Payment

End-Results: Provide accurate, timely, easy to use payment procedures that are accessible anytime, anyplace, using technology to the extent possible; improve student satisfaction with the fee payment and refund process; more efficient and effective use of staff time.

Purchasing

End-Results: Simplify the purchasing (procurement) of routine supplies. Cost centers will be empowered to purchase routine supplies (e.g., office supplies, cleaning supplies, paper, etc.) within defined limits to improve turnaround and efficiency and reduce overall costs to the District.

Constraints: Adopted District policies and limits on purchasing, State legal codes and limits established by the committee.

Computer Renewal, Allocations and Acquisition

End-Results: SBCC will have processes for information technology planning, acquisition, installation and configuration and renewal that maximize the District's purchasing power, while maintaining processes that are: (1) efficient (streamline the processes and reduce bureaucracy); (2) effective (comprehensive, adequate and cost-effective); and (3) equitable (objective, reasonable and fair).

The processes must clearly identify benefits, timelines and costs of computer renewal strategy.

Constraints: Working within existing computer equipment replacement and other institutional funds. Processes must meet State procurement statutes.

Credit Class Schedule Development
(Determined to Be a CQI Project)

End-Results: Early activity to significantly revise the *Schedule of Credit Classes* took place earlier (1992-93) and mapping was completed at that time. Recommendations for the new process were also completed earlier. The current team worked to build an implementation format for the prior recommendations.

Delivery of Learning Support Services

End-Results: To ensure that students needing and/or seeking academic support services are aware of the available services, and that students who receive academic support services are better prepared to succeed in their courses.

Payment of Claims

End-Results: More efficient payment of bills in a timely manner with less processing time required. Document processing with less paper and more efficient use of electronic communication.

Constraints: The redesign must support institutional data requirements.

Focusing on Multiple Sections of a Course

Background: Early Childhood Education 102, Child, Family and Community. Each semester, approximately 150 majors and non-majors enroll in one of three sections of this introductory three-unit UC-transferable course. The course is repeated three evenings a week. Unique aspects of this multiple-section course include: (1) Student demand exceeds the number of seats available; (2) locating a 50-station classroom for an additional section of ECE 102 has proven to be a problem; (3) a significant portion of the students work during the day; (4) collaborative learning is an essential part of the course experience; and (5) students are required to visit a community-based agency involved in providing child care services.

End-Results: To determine the most effective method of offering ECE 102 to increase student access to the course; maximize student options to complete required core course competencies; serve more students without increasing costs; increase student learning; promote greater student-faculty, student-student and student-community agency involvement; enhance utilization of faculty time by reducing the redundancy that occurs in offering multiple sections of a course; and make better use of classroom space.

English as a Second Language

End-Results: Offer ESL courses that will enable students to: master the course content in the most effective and efficient manner possible; increase options available to students for completing required course competencies; accommodate differences in students' learning styles and individual needs; increase the percentage of students who successfully transition into and succeed in non-ESL College courses; fully capitalize on the capabilities of technology to promote student learning; provide students with access to computers within the constraints of available computer resources; and achieve each of the objectives without increasing costs.

Foreign Language Instruction

End-Results: Offer foreign language courses that will enable students to: master the course content in the most effective and efficient manner possible; increase options available to students for completing required course competencies; accommodate differences in students' learning styles and individual needs; increase the percentage of students who successfully transition into and succeed in subsequent courses in the foreign language sequence; fully capitalize on the capabilities of technology to promote student learning; provide students with access to computers within the constraints of available computer resources; and achieve each of the objectives without increasing costs.

Student Assessment/Advisement

End-Results: The matriculation activities of assessment/orientation/and advisement for new and new transfer students will be redesigned with the result that it will take students less time to complete matriculation; that out-of-area students will need to make fewer (if any) trips to campus prior to beginning classes; and the redesigned process will enhance assessment/orientation/advisement for students.

Constraints: (Additional discussion/exploration needed to determine if these constraints were eliminated or remain in the project). The design must be coordinated with and support the

Application and Registration Redesign mode. Assessment tests must be state-approved and have local validation within State matriculation regulations. Orientation and advisement procedures must satisfy State matriculation mandates.

Faculty/Staff Computer Technology Skills Training and Development

End-Results: SBCC will have an efficient (best use of classified, credit and non-credit training staff and resources), effective (comprehensive and ongoing), and equitable (available, objective, reasonable and fair) process for the development and maintenance of information technology skills among the District's faculty and staff.

Employment

End-Results: Ensure accurate and efficient recruitment, selection and processing of employees.

Constraints: Legal requirements, State and Federal employment law, IRS, Payroll, and EEO. This process will not change District selection procedures.

Access and Use of College Decision Support Information

End-Results: SBCC will have an efficient (timely and accurate) and effective (available, comprehensive and easy to use) process for access to summary level and detailed information to support ad hoc queries and SBCC decision support models.

This decision support information will support SBCC faculty and staff in the research, planning, evaluation, resource allocation and business processes of the College.

The system will allow 80 percent of all ad hoc data requests to be completed directly by the individual requester.

Redesign Projects Status (May 31, 1996)

Team	Process Owner	Team Leader	Team Members Selected	Support Staff Identified	Training Provided	Team Activity Completed	Report Submitted	Immediate Activity	Implementation Activity
Student Access to Information	Keith McLellan	Lynda Fairly	Yes	Yes	Yes	1/95	2/95	Yes	Yes
Financial Aid	Marsha Wright	Bill Cordero	Yes	Yes	Yes	6/95	7/95	Yes	Yes
Credit Registration	Jane Craven	Pat Canning	Yes	Yes	Yes	10/95	11/95	Yes	Yes
Credit Schedule Development	Ramiro Sanchez	Bill Hamre	Yes	Determined to be CQI	Yes	10/95	11/95	Yes	Yes
Computer Allocation	George Gregg	John Romo	Yes	Yes	Yes	11/95	12/95	Yes	Yes
Repro-Graphics	Steve Lewis	Lana Rose	Yes	Yes	Yes	10/95	12/95	Yes	Report reformat
Student Fee Payment	David Pickering	Barbra Louis	Yes	Yes	Yes	10/95	1/96	Yes	Yes
Purchasing	Betty Banville	John Lorelli	Yes	Yes	Yes	11/95	1/96	Yes	Yes
Assessment/ Objective Testing	Jim Chesher	Joe White	Yes	Yes	Yes	7/95	No	Proto-typing	—
Marine Diving Technology	Don Barthelmess	Karolyn Hanna	Yes	Yes	Yes	7/95	8/95	Yes	Yes
Learning Support Services/ Tutoring	Jerry Pike	Dennis Ringer	Yes	Yes	Yes	1/96	4/96 Draft	Yes	Yes
ESL Curriculum & Delivery of Instruction	Marilyn Spaventa	Robin Goodnough	Yes	Yes	Yes	6/96	—	—	—

Redesign Projects Status (continued)

Team	Process Owner	Team Leader	Team Members Selected	Support Staff Identified	Training Provided	Team Activity Completed	Report Submitted	Immediate Activity	Implementation Activity
Foreign Language Curriculum	Anna Maria Ygault	Val Del Vecchio	Yes	Yes	Yes	6/96			
Payment of Claims	Mary Griffith	Moh El Soussi	Yes	Yes	Yes	6/96			
Access to SBCC Info	Bill Hamre	Jane Craven			Yes	6/96			
Non-Credit Schedule Development & Non-Credit Registration (2 teams)	John Romo, Pending Completion & Recommendations from Credit Teams								
Large Class Lecture & Multiple Sections	Kelly Lake (?) Cecelia Kuster (?)					1/97			
English 100 Delivery									
Assessment/ Advisement									
Employment	Dan Oroz (?) Ann McGorty(?)					10/96			
Computer Training	William Benjamin					1/97			

B. Results of Project Redesign Activities and Teams on the Standards: Implications for College-Wide Practice

STANDARD ONE: INSTITUTIONAL INTEGRITY PURPOSES, PLANNING AND EFFECTIVENESS

The four elements of Standard One are broadly applicable to each institution and to all of its constituent programs and services. An accredited institution presents itself to students and the public precisely and truthfully, with due regard for freedom to teach and freedom to learn. The institution states its goals with precision, engages in planning to achieve those goals, and evaluates its effectiveness in achieving purposes and goals.

College Planning Council (CPC) Role As Project Redesign Steering Committee

The College Planning Council (CPC) played a critical role throughout the formation, development and implementation stages of Project Redesign. CPC was the College governance group responsible for recommending that SBCC move forward with Project Redesign. The Council identified and selected redesign projects, and will also participate in the allocation of resources for those projects promising the greatest potential for success.

Establishing Project Redesign. CPC discussions concerning SBCC budget limitations and strategies led to the establishment of Project Redesign. The College had experienced three consecutive years without increased state funding. Additionally, it had absorbed unanticipated mid-year revenue losses due to statewide shortfalls in property tax revenues. This fiscal situation resulted in three years without salary increases for faculty and staff

or cost-of-living increases in operational areas. During this three-year period, the College made incremental budget cuts to meet annual revenue shortfalls.

CPC recognized that a strategy of incremental, short-term coping moves would not serve the institution well over the long-term, and would negatively impact the quality of programs and services. It was deemed essential to provide funding for faculty and staff salary increases, while at the same time recognizing that state funding may continue to be stable or to decline, perhaps even more erratically and unpredictably, for an extended period.

This need to respond to external fiscal uncertainties was a central driving force behind the Project Redesign initiative. Several other factors, however, also shape its scope, structure and focus. First is SBCC's commitment to ongoing renewal. The College has long recognized that if it is to serve current and future students sucessfully, it must engage in continuous innovation and improvement. Second, the College faces major changes in technology, social changes in the immediate community and beyond, a critical demand for new and improved educational delivery systems, and increasing competition from a variety higher education providers. Finally, the College seeks to refocus the development and delivery of its programs and services, and to take advantage of advances in technology, in order to serve students, faculty and staff more effectively.

Project Redesign, then, is SBCC's means of "radically restructuring" its organization and delivery of College programs, services and support systems in order to achieve two fundamental goals: to improve the quality of service to its customers; and to become more cost-effective in its operations. To achieve these objectives, CPC endorsed the commitment to Project Redesign, and continues to serve as an overall resource for Project Redesign.

Selection of Redesign Projects. The determination of the core processes selected for redesign was a critical role for CPC. This process spanned several months of CPC deliberations of identifying core institutional processes and sub-processes, identifying areas for greatest potential return from the redesign methodology, defining desired end-results, constraints, team membership for the selected projects, and identifying training needs for successful project activities. A fundamental decision by CPC was to include a number of instructional redesign projects along with more traditional service and administrative processes for reengineering. This focus on teaching and learning processes within Project Redesign has made SBCC's reengineering efforts unique in terms of scope, and has provided greater opportunities for faculty to apply the methodology and promise of redesign to their disciplines.

CPC selected 20 processes for redesign, which are listed in the Project Redesign Master Plan (V.1.B). Prospective redesign projects were selected based on the following criteria:

(1) What is the impact on the client?
(2) Can we make the change? What is the complexity?
(3) What is the current performance? Is it broken?
(4) What is the institutional impact? How important is the process in achieving our vision?
(5) What is the work impact? What resources are available?

With the selection of projects for redesign completed, the role of CPC in the development stage of Project Redesign ended (V.1.C). CPC has returned to its role as the College's governance group for planning, institutional assessment, policy review and resource allocation decisions. CPC will still, however, be actively engaged in resource allocation decisions related to Project Redesign implementation activities.

Resource Allocation Decisions for Implementation. Many of the Project Redesign implementation initiatives can be undertaken within existing, or redirected, resources by the process owner and responsible area administrator. Those redesign initiatives requiring substantial capital or one-time expenditures that

cannot be obtained through regular College allocations or departmental initiatives are subject to CPC priority ranking for funding; a role that is consistent with CPC's responsibilities for review of resource allocations. Funding requirements for completed redesign projects have been considered, including: a document imaging system for financial aid processing, electronic applications, telephone registration, credit card payment mechanisms, student workstations and kiosks for access to student information, departmental debit cards for purchasing of routine supplies. Some of these projects have been funded by departments and others will be included in the overall Project Redesign implementation plan.

As stated above, priority funding for redesign initiatives will be based on assessment of redesign proposals in relation to the central criteria of improving client service quality and the cost effectiveness of operations. All redesign initiatives are expected to recover such capital costs over a three- to five-year period. Results from deliberations on implementation funding priorities will be provided to the Accreditation Site Visit Team in October.

Impact of Project Redesign on Institutional Decision-Making

Detailed descriptions concerning the impact Project Redesign are found throughout the Standard Sections of the self-study. This section of the report identifies College-wide decisions that are affected by Project Redesign.

Resource Allocation Decisions. As noted, Project Redesign has required that the College develop a framework for prioritizing resource requests for implementation of redesign initiatives. In turn, the institution was required to identify a pool of resources which could be used to fund approved projects.

Staffing and Organization Decisions. Implementation of Project Redesign recommendations will, no doubt, lead to the organiza-

tional and staffing patterns within the institution. There may well be a need for the review, reorganization and reclassification of positions within the College. The depth and scope of such staffing and organizational changes is uncertain at this time. Standard Four has a more complete discussion of this subject area.

Programming Priority Decisions. Project Redesign has resulted in abandoning, at least temporarily, the decentralized and individualized "support team" model previously used throughout the College, where each Vice President had a team from Information Resources (consisting of an information systems analyst, a user support staff, and a technical services staff member). This team provided technology project support within the assigned area of responsibility. This model is limited by the mandates of Project Redesign for the following reasons:

First, there is a need for College-wide prioritization of programming requests. Redesigned processes often cut across several functional areas and involve several administrators within the new process. Independent ranking of redesign priorities by the functional areas could be chaotic and result in conflicting priorities.

Second, the workload associated with Project Redesign is spread unevenly across the units of the College. To illustrate, the Student and Business Services areas have been impacted most with programming changes to meet redesign objectives. Under the "support team" model it was more difficult to reassign programming resources within a given administrator's area of responsibility to broader, College-wide initiatives.

Third, the Project Redesign initiatives must be integrated with the overall redevelopment of the College's administrative computer systems. Not all aspects of the College are being redesigned, but the College is committed to the redevelopment or renewal of all administrative systems over the next three years through purchase, partnerships, or independent development. Redesigned processes must be supported by a College-wide integrated information system.

For the reasons cited above, the President's Cabinet, based upon recommendations from the Project Redesign Implementation Team, has been designated as the body for decisions concerning computer programming priorities. Project Redesign has become the focus for programming projects within the institution, although systems maintenance projects for "bug fixes" and new operational mandates are undertaken on an "as required" basis.

Implementation of Project Redesign Team Reports. As long as the redesign team meets the intended outcome for the process, demonstrates improved service to the client and cost effectiveness of its redesigned process, and the new process is successfully prototyped, it is assumed that the team's report will be pursued toward implementation. The team's report does not undergo subsequent approval by CPC, the President, or area Vice Presidents. Some implementation activities start immediately with the completion of the team report. Each report has recommendations for immediate implementation that are within the control of the Process Owner and area Vice President.

While implementation timelines are dependent on available fiscal, human and information resources, it is assumed that the redesign report's recommendations will be implemented. The process owner will work with other members of the College's Systems Implementation Team under the leadership of the Director, Information Systems Development, to produce an overall implementation plan with recommended priorities. Subsequent review, comment and modification will only occur as the plans interface with one another in the work of the Systems Implementation Team. This empowerment of the Project Team to design a new process, independent of College-wide review and comment, is in itself a radical change from past College practices and decision-making. The College is still struggling with this fundamental change in its decision-making process, as not all of the team reports and recommendations have been implemented as proposed. Effective mechanisms need to be developed for the review of changes from the design team reports.

The figure below presents the process flow for implementation of Project Redesign initiatives. This illustrates the central role that the Systems Implementation Team will play in the development of system requirements, projects, and priorities for systems development and implementation. The Systems Development Team is composed of Information Resources Staff and is responsible for the development of new systems coming from the redesign reports. The Financial Team, a role played by the College Cabinet, is responsible for building the funding, facilities, and human resources plans for implementation, and for reviewing policy changes needed for implementation.

Figure 2
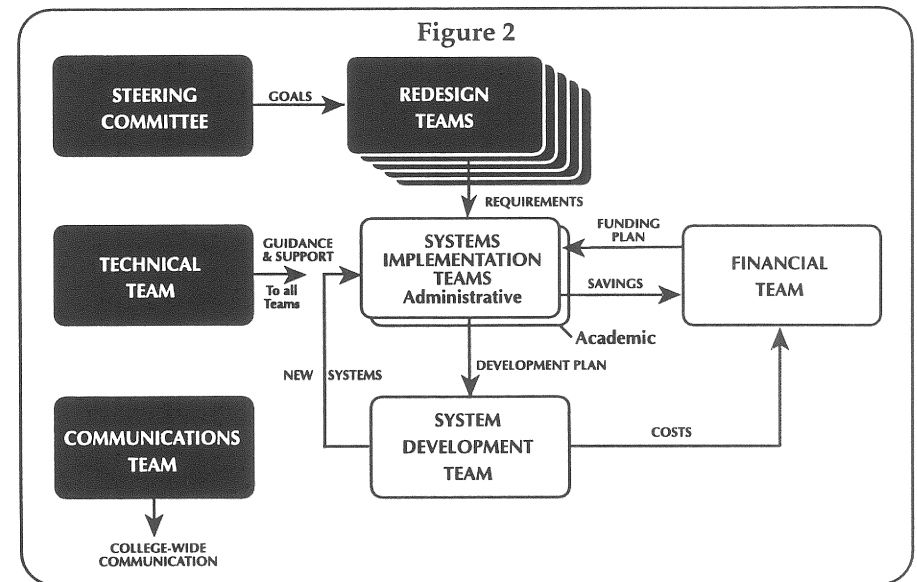
Process Owner and Vice Presidential Role in Implementation. Both responsibility and authority have been given to the Project Redesign Process Owners and Vice Presidents to implement the recommendations of the redesign report. Vice Presidents have been charged to doing "everything within their existing resources" to implement the recommendations contained in the team report. This responsibility requires the identification of

creative implementation strategies, the careful redirection of existing resources, the making of policy, organizational and staffing changes necessary for implementation. The College-wide implementation plan for Project Redesign will define the priorities for systems development activities to implement the various team resports.

Relationship of Project Redesign to Other Initiatives of Change

Project Redesign is a major institutional undertaking, but by no means the only vehicle for change within the organization. College planning, evaluation and staff development activities also serve as important mechanisms for change. These latter activities need to be linked more effectively to Project Redesign in order to develop a coordinated set of actions to meet future College needs.

Planning. During the 1995-96 academic year the College developed its *Strategic Plan,1996-1999.* The The College Planning Council developed this plan based on the review of the Project Redesign vision and College mission statements, and discussion of social and economic trends impacting the College, as well as a review of our community service area and its needs. In retrospect, a document setting broad institutional directions such as the *Strategic Plan* should have been developed before identifying core processes for Project Redesign. The development of the strategic plan engaged CPC in discussions of our current and future community, mission and institutional directions. This discussion would have helped CPC's selection of core processes. Another "lesson learned" from Project Redesign is that to achieve best results, processes selected for redesign need to be high-level. *The Strategic Plan, 1996-99* should provide the proper framework for SBCC's second round of redesign initiatives.

Effective planning for the acquisition and use of information technology is essential for the success of Project Redesign. During 1995-96, the College Computer Coordinating Committee, in consultation with the Instructional technology Committee, the Academic Senate, the Student Services Advisory Committee and the College Planning Council, developed the technology planning document: *SBCC Information Technology Visions and Directions, 1996-2000.* This document identifies key technology infrastructure needs and strategic directions for its use within the institution over the next several years. A recent Project Redesign Report on Computer Planning, Allocation, Installation and Renewal (V.3i.) makes important changes in the mechanisms by which the the the College plans and allocates technology resources. These two documents, along with Project Redesign's reliance on technology as an enabler for many process changes within the institution, have resulted in the need to develop a College-wide Information Technology Strategic Plan. The Information Resources Division, working with College committees, is developing this plan during Spring and Summer 1996. The document will be available for review at the time of the Accreditation Site Visit.

Research, Evaluation and Assessment of Institutional Effectiveness. Project Redesign has provided a valuable framework for the measurement of institutional change within the College's ongoing research, evaluation and assessment functions. That framework, based on the criteria of improved service to the client and increased cost effectiveness, will be used in evaluating the overall effectiveness of Project Redesign at SBCC, along with the assessment of the achievement of original Project Redesign goals. This evaluation structure also will be of assistance to the Institutional Research Committee, the College Computer Coordinating Committee and the Instructional Technology Committee in building sample evaluation models for new technology initiatives.

Faculty And Staff Development. Project Redesign has had a significant impact of the focus, scope and content of faculty and

staff development activities within the institution. For the past two years, Project Redesign has been a central focus for faculty and staff in-service days, as well as the management breakfast series. In addition, the College has invested large amounts of time and resources into a comprehensive training program for Project Redesign. Training programs have been conducted for the following groups: faculty, management and classified team leaders and process owners, team members, information resources staff, Cabinet, managers of continous quality improvement, and owners of project implementation. This comprehensive set of training programs, in-service education, project documentation and project support materials has been essential for the successful undertaking of Project Redesign. The College underestimated the need, scope and intensity for this faculty and staff development initiative associated with Project Redesign. SBCC training materials for Project Redesign constitute a fundamental component of the project's success.

Impact of Project Redesign on Information Resources

Due to its unique and comprehensive role in the redesign process, the Information Resources Division has been affected by Project Redesign more than any other area of the College. The successful application of technology is essential to enable desired redesign ends to be achieved. This process starts with the work of the redesign team, continues with the prototyping and testing of new processes, and extends to the implementation and evaluation phases. In addition, an information technology infrastructure is essential for the organization to make effective use of Project Redesign recommendations.

Information Technology Role on Project Teams. Information Resources has had at least one staff member on every redesign team. This individual has been responsible for mapping the existing and redesigned processes with the software tool Workflow Analyst. This has provided a common methodology and structure to identify time and cost benefits derived from the redesigned process. Process flow charts are used by information systems analysts during the implementation phase of the project, as new or modified information systems are required to be developed. The Information resources staff person also serves as a technology consultant to identify for the redesign team how different technologies could be applied to the process at hand to achieve the desired results. As we move to the implementation stage of Project Redesign, the role of Information Resources in support of individual project teams is being restructured to be a resource to the team, rather than a full-time team member.

The Information Resources Division also has three redesign projects that are designed to restructure existing processes within the division: computer planning, allocation, installation and renewal; computer and technology training for District faculty and staff; and access to SBCC information for College decision-making.

Prototype and Implementation of Technology Initiatives Resulting from Project Redesign. Assisting the process owner to move from the completed design report through prototyping and into implementation is a central role for the Information Resources staff in Project Redesign. Staff must be able to test the key concepts of the redesigned process to achieve the desired results. Prototying can be undertaken in a number of ways: site visits to other installations, literature review, review of product information, mock-up and testing of screens and system functionality. The Information Resources staff must work with the process owner to determine the best mechanism for each prototype component. In some instances the prototype stage will develop a working model of the new system, designed to test the desired functionality and benefits of the new process.

Implementation of redesign project technology initiatives fall into two distinct categories: (1) those that can be implemented within existing information systems, software and hardware; and

(2) those that require new systems design and development or major new capital investments. For example, better integration of the posting of student financial aid awards into the student fund account in the District's general ledger requires systems analysis and design, but can be implemented within existing systems. The initiative to capture financial aid support documentation through a document imaging system, however, requires new capital investments and systems development. Information Resources staff must assist the process owner in the planning, development and implementation of these two approaches.

Given the scope of redesign initiatives undertaken by the College, the Information Resources staff became overwhelmed by the number of technology initiatives coming from Project Redesign. As a result, the College hired a new Director of Information Systems Development to manage Project Redesign systems development over a two-year period. This is a two-year, temporary position funded through the Project Redesign budget. This individual will manage the implementation process and work with process owners in developing an overall College Systems Implementation Plan with recommended priorities.

Required Technology Infrastructure. Along with responding to the technology requirements of individual project teams, the Information Resources Division must assure that the required information technology infrastructure (network, communications, and equipment) is in place and continues to function effectively to support redesign initiatives. This is especially important to support the workflow automation components of many redesigned processes. Such automation initiatives cannot be undertaken without a stable network with sufficient capacity to meet new demands. The same is true for improving access to student and College information. "Anytime, anywhere" access to information places far greater performance, operational and security demands on the College's network and communications infrastructure. The careful planning, design and deployment of this technology infrastructure is a "behind the scenes" responsibility

for Information Resources staff that is essential to support Project Redesign.

Evaluation of Project Redesign

The College has developed a three-stage strategy for the evaluation activities associated with Project Redesign. First, the individual team reports will be evaluated based on their achievement of the desired end-result and expected benefits. Second, Project Redesign implementation activities will be evaluated against expected timelines and implementation resources. Finally, Project Redesign will be evaluated as a whole, based on its accomplishment of project goals within the institution.

Evaluation Of Individual Team Reports. As noted previously, individual team reports will be assessed by the Systems Implementation Team in relation to two fundamental criteria: (1) can the project demonstrate substantial improvements in service to the client; and (2) does the project demonstrate significant cost savings or revenue enhancements to the District? The structure for the analysis of these criteria is built into the template for Project Redesign team reports. The effectiveness of this assessment is related directly to the ability of the team to capture performance and resource measures during the mapping of the existing and the proposed new processes. Reductions in cycle times, errors and "wait state" are clear indicators of improved service to clients, along with increased availability of services, client independence of action, and overall client satisfaction. On the cost side of the equation, the redesigned process must demonstrate the ability to enhance the fiscal condition of the College over a three- to five-year period. This requires the "recapture" of one-time implementation costs through the ongoing reductions in operational expenses within the payback period.

District decisions concerning implementation priorities will be based on the cost/benefit analysis of individual projects in relation to the criteria noted above. It is expected that in developing

the Systems Implementation Plan these two criteria will be the major variables in establishing project priorities.

Evaluation of Redesign Project Implementation Activities. The Director, Information Systems Development, within the Information Resources Division, will have the responsibility to evaluate project implementation activities. This evaluation responsibility was given to this individual due to the unique nature of the Information Resources Division involvement in all Project Redesign report implementations. In addition, the Information resources Division is responsible for the coordination and integration of recommendations from individual redesign reports. For example, the student registration, payment of fees, student access to information, and financial aid teams all touched on the process for students to determine their debts owed to the College. Rather than approach four separate implementations of student debt lookups, the Information Resources Division is responsible for the design and development of a single process that will serve all four redesigned processes. Given this central role in the implementation process, and the close working relationship between the process owner and Information Resources staff, the responsibility for evaluation of implementation activities has been made the responsibility of the Director, Information Systems Development.

Overall Evaluation Of Project Redesign. The College Planning Council is charged with the overall evaluation of Project Redesign. The project evaluation framework is based on the original goals for Project Redesign adopted by CPC in 1995. These goals are:

1. Transform College practices to meet future challenges effectively.
2. Improve the quality of instructional programs and support services.
3. Develop a client focus for College operations.

4. Enhance the fiscal condition of the College.
5. Develop effective uses of technology and information.

The evaluation of the achievement of these goals will be conducted through a survey of College students, faculty, staff and management. CPC will utilize the results of these surveys, as well as formative evaluation feedback from those individuals involved in the process, to prepare annual Project Redesign evaluation reports. Formative evaluation of Project Redesign will occur during Summer 1996, as the College moves toward implementation. To assess the impact of implementation of Project Redesign initiatives, CPC will design, develop and administer the survey instruments during the 1996-97 academic year. The first comprehensive assessment of the project's impact based on substantial implementation activities is scheduled for the 1997-98 year.

STANDARD TWO: EDUCATIONAL PROGRAMS

The achievement and maintenance of high quality programs in an environment conducive to study and learning are the primary responsibilities of every accredited institution; hence, the evaluation of educational programs and their continuous improvements is an ongoing responsibility. As it analyzes its goals and discovers how conditions and needs change, the institution continually redefines for itself the elements that will result in programs of high quality.

Project Redesign has the potential to significantly enhance the effectiveness of the College's educational programs in promoting student learning and achieving desired educational objectives. This is particularly true with respect to the redesign projects that focus on restructuring core instructional processes (e.g., delivery of learning support services such as tutoring, offering multiple sections of the same course, English as a Second Language (ESL) students' acquisition of English language skills,

native English speakers' acquisition of an additional language, assessment of student learning, and teaching large introductory courses). The five major goals for instructional redesign projects are:

- Increase student learning.
- Enhance student and faculty satisfaction with the educational process.
- Expand student access to higher education by minimizing financial barriers (e.g., lower per-student instructional costs, thereby enabling more students to be served within existing College resources) and barriers to participation due to constraints of time and place (e.g., scheduling conflicts associated with work, family responsibility, transportation and health).
- More effectively accommodate the growing diversity in students' cultural backgrounds, academic preparation, learning styles, interests and career paths.
- Achieve the preceding while reducing the cost of instruction.

The following three instructional redesign projects were initiated between June 1995 and January 1996:

1. Restructuring the delivery of the Marine Diving Technology curriculum from a traditional lecture/lab format to a flexible modular scheduling format (V.3.d).
2. Assessment of student learning (V.3.c).
3. Delivery of learning support services (V.3.k).

The plans developed during the Marine Diving Technology and the Learning Support Services redesign projects will begin to be implemented in the Fall 1996 Semester. Prototypes for the assessment of student learning are in the process of being designed and field-tested. In June 1996, two additional instructional redesign projects that will have a direct impact on the College's educational programs will be undertaken. These redesign projects will focus on identifying the most effective, flexible and efficient methods for:

(1) Promoting ESL students acquisition of English language skills.
(2) Enhancing native English speakers' acquisition of a foreign language.

Another instructional redesign project to focus on the delivery methods used to offer multiple sections of the same course is scheduled for January 1997.

As noted in this section of the self-study report, the redesign projects will enhance the effectiveness of the College's educational programs. However, while each project has a great deal of potential to achieve the five primary goals established for the instructional redesign initiative, the College does not have available the financial or human resources to complete a comprehensive redesign project for each of Santa Barbara City College's 48 instructional departments and the multiple programs within many of those departments. Rather than focus on redesigning particular courses and programs, the decision was made to identify core instructional processes to be redesigned. A partial list of core instructional processes that could be the subject of a redesign project is provided (V.1.k).

At the start of the Fall 1996 Semester, representatives from each of the six instructional redesign projects that have been undertaken will be asked to participate in a discussion to assess the effectiveness of the approach used to apply business process reengineering methods to instructional processes. A primary purpose of this discussion is to identify what, if any, modifications in the redesign method could be made to make it more applicable to examining and restructuring core instructional processes. A second desired outcome of this discussion is to identify components of the redesign method that departments can use to evaluate and restructure portions of their courses and/or programs without having to participate in the complete redesign process. A third outcome of this planned effort is to identify strategies for encouraging faculty and staff in departments not directly involved in a redesign project to consider adapting the

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redesigned instructional processes to their courses and/or programs.

Examples of how Project Redesign affects or is likely to affect the standards pertaining to the College's educational programs are provided in this section of the report.

Standard 2.A – General Provisions

The method followed in conducting redesign projects provides an excellent framework to evaluate and redefine instructional processes that will result in programs of high quality. The outcomes of the Marine Diving Technology (MDT) redesign project illustrate how this process addresses the elements in Standard 2A.

As a result of the redesign project, the Marine Diving Technology Program is being transformed from a traditional lecture/lab format to a flexible, competency-based format that is much more responsive to the diverse learning needs of students, as well as the needs of employers who hire MDT graduates. Prior to the redesign project, students could only enter the MDT Program at the start of the fall or spring semester. Once in the program, all students were required to complete a highly structured set of course requirements that took two years of full-time attendance to finish, regardless of their prior educational and occupational experience. Additional characteristics of the program discovered during the redesign process that were undermining the effectiveness of this instructional program included a significant amount of overlap across the curriculum in the content covered, lack of assurance that students achieved a satisfactory level of mastery of all essential competencies needed to succeed in industry; high program withdrawal rates and diminished retention of basic MDT knowledge and skills resulting from having students spend their entire second and third semesters completing College graduation requirements outside of the program; and having students graduate in early June, a full month after the industry has the greatest need for these individuals to begin work.

As noted in the MDT redesign report, each of the shortcomings of the program, as well as others, are being addressed. Students will now be able to enter the program at more frequent intervals during the year; they will be placed in the appropriate level course module; they will be allowed to progress through the curriculum at their own pace; and they will be given immediate feedback on their progress in completing course competencies. Furthermore, by reducing the overlap in course content and using self-paced modular instructional materials, the faculty created free time in the program to offer new units corresponding to particular areas of specialization that are of interest to both students and employers. These changes, all achieved within existing resources, will allow more students to be served by the program, and it will enable employees in the industry to acquire specific competencies needed for jobs without having to enroll in an entire course or sequence of courses and without having to wait for a new semester to begin.

An important feature of the redesign process is the identification of measures that can be used to continuously evaluate and improve the quality of the educational program. Efforts will continue to be made to disseminate the outcomes of this redesign project with faculty and staff in other instructional departments.

Standard 2.B – Curriculum Planning and Evaluation

The vast majority of the current and anticipated instructional redesign projects directly address the components of Standard 2B, Curriculum Planning and Evaluation. The method followed in conducting redesign projects involving curriculum requires a detailed assessment of the strengths and weaknesses of the instructional program in achieving its stated objectives, and the preparation of a comprehensive plan for restructuring the program to achieve desired outcomes in the most effective, flexible and efficient method possible.

To illustrate, one of the redesign projects to be initiated in January 1997 centers on the process used in presenting multiple

sections of the same course. The case study for this project is Early Childhood 102, Child, Family and the Community. The impetus for this redesign initiative came from faculty members in the Early Childhood Education Department who were interested in redesigning their program to enhance its effectiveness in meeting the diverse needs of students and employers. More specifically, the faculty identified a need to increase student access to needed ECE courses, particularly among working adult students; maintain consistency in the material presented across multiple sections of the same course; increase the amount of time faculty spend in significant interactions with students by reducing the amount of time they spend repeating the same information in each of the multiple sections of a particular course; and accommodate a greater number of students within existing fiscal and classroom space limitations.

The desired end-results of this instructional redesign project were identified in a series of meetings involving faculty and administrators within and outside of the ECE Department. The end-result of this project is to redesign ECE 102 to meet the above criteria.

End-Results. Develop the most effective method of offering ECE 102 that will increase student access to the course; maximize student options to complete required core course competencies; serve more students without increasing costs; increase student learning; promote greater student-faculty, student-student and student-community agency involvement; enhance utilization of faculty time by reducing the redundancy that occurs in offering multiple sections of a course; and make better use of classroom space.

Each of the Early Childhood Education faculty members and two members of the ECE instructional support staff will participate in this project, as will faculty and staff from other areas of the curriculum. The two full-time faculty members in the ECE Department are the process owners responsible for coordinating the further development and implementation of the plan pro-

duced during the redesign project. Revisions in the curriculum must undergo the same institutional evaluation and approval process as all other curriculum changes. As with all redesign projects, methods and measures for evaluating the effectiveness of the redesigned curriculum will be incorporated into the implementation plan. Such information is essential in assessing whether to adapt the redesigned processes to multiple section courses in other parts of the curriculum.

Standard 2.C – General Education

Although not part of the College's formal instructional redesign process, a major initiative is taking place that will affect the College's general education program. This initiative involves the creation of interdisciplinary learning communities that will enable students to meet most of the College's and Intersegmental General Education Transfer Certification (IGETC) requirements. The learning communities are each comprised of three general education courses based on a central theme that serves to integrate the courses. The College has received a Fund for Instructional Improvement grant to provide support for the development of four interdisciplinary learning communities designed to meet 75 percent of IGETC requirements.

Standard 2.D – Special Programs
Offering Courses for Credit

The three instructional redesign projects that have been initiated as of May 1996 have each identified specific strategies for offering courses using non-traditional delivery systems such as modularized instruction and computer-assisted learning. As previously noted, the Marine Diving Technology redesign project has resulted in restructuring the curriculum from traditional lecture-lab courses to one comprised primarily of modularized instructional units. The report prepared by members of the Learning Support Services Redesign Team contains recommendations for

developing self-paced, open-entry, modularized instructional formats to offer courses and supplemental instructional assistance in such areas as tutor training, computer literacy, information research literacy, basic skills and supplemental instruction tied to specific-content courses.

It is anticipated that future instructional redesign projects, such as the one focusing on multiple sections of the same course, will identify non-traditional instructional delivery systems as a means for meeting students' needs in a more effective and cost-efficient manner. The knowledge and experience acquired from implementing the non-traditional instructional delivery methods will be shared with faculty interested in restructuring part or all of their curricula.

Standard 2.E – Credit for Student Achievement

One of the recommendations emanating from the Assessment of Student Learning redesign project is to allow students to take quizzes and exams for their courses outside of scheduled class time on computers located in an assessment center and/or at any location on or off campus. In addition to freeing class time, this method of assessment would:

1. Enable students to receive immediate feedback on their responses to objective questions on exams.

2. Link computer-assisted tutorial assistance to incorrect answers so that students have the opportunity to acquire and demonstrate mastery of the material presented within a prescribed period of time.

3. Enable faculty to make better use of their time by not having to watch students take tests, not having to develop separate tests for students who missed class on the day of the exam, and having students' responses to test questions electronically scored, analyzed by item and posted to a gradebook.

This alternative method of measuring student achievement will help support the assessment component of courses and programs using non-traditional delivery methods.

Standard 2.F – Articulation

Faculty and staff involved in redesign projects involving the restructuring of curriculum will be cognizant of the fact that the results of their efforts must not undermine articulation of courses and programs with secondary schools, baccalaureate institutions or employers who hire occupational students. In some instances, such as the multiple sections of the same course focusing on the Early Childhood Education and the Marine Diving Technology programs, the desired outcomes of the project specifically note the need to strengthen articulation with employers. For example, a primary factor leading to the decision to redesign the Marine Diving Technology Program is that the College's spring semester ends about a month after employers of graduates of this program need these students to begin work. Another motivating force for this project is that the highly structured curriculum made it difficult for industry personnel to acquire specific skills needed for their jobs at times and in formats that were convenient. Each of these barriers to articulation between the Marine Diving Technology curriculum and the needs of employers were addressed in the redesign project.

Standard 2.G – Non-Credit Courses and Programs; and 2.H – Community Education and Services

To date, none of the redesign projects focuses exclusively on restructuring non-credit courses and programs, or community education and services. However, where appropriate, Continuing Education Division personnel serve on redesign teams and are encouraged to adapt and/or adopt the outcomes of the redesign projects that can enhance non-credit and/or community education courses and programs. In the near future, the Continuing Education Division will explore recommendations from credit

program redesign teams addressing registration and development of the *Schedule of Credit Classes*.

STANDARD THREE: STUDENT SERVICES AND THE CO-CURRICULAR LEARNING ENVIRONMENT

The institution establishes and maintains an environment that fosters the intellectual and personal development of students. Student services reflect an institutional concern for students' physical and mental health, facilitates educational progress and helps students to relate to others in the institutional community.

As the College implements the redesign projects, a new empowerment of students and staff will affect how students function on the campus. Students will be acknowledged as the primary customers of our services. The College will better use technology to ensure that students and staff are more efficient and students better informed. Through the use of technology, students will be able to access information, change their personal information, and will be expected to assume greater accountability for updating and accessing information. They will be responsible for dropping and adding classes, changing their address, submitting needed documents for financial aid or residency determination, and paying fees/fines. Students will be held responsible for monitoring their academic progress and seeking additional information, as well as inputting and completing financial aid requests.

Standard 3A.1: **The institution systematically studies the characteristics and identifies the learning and counseling needs of the student population.**

The College prepares a "Student Characteristics" report each semester. The findings indicate an increasingly diverse population. As the student population diversifies in such characteristics as age, ethnicity and residence, our new modes of communi-

cation will be paramount. Once the College implements a student e-mail system, communication among students, staff and faculty will be enhanced.

Standard 3A.2: **The institution has an organized system for admission, assessment, orientation, counseling and advisement, and student follow-up.**

The "Matriculation" process is being redesigned by two teams. The first team addressed the application and registration process. The second team will address the assessment, orientation and advisement process. When the majority of the components are implemented, students should be able to complete all required steps from on or off campus and in the format they find most beneficial. Student data collected will be captured only once and ideally entered by the student. The process should be designed so that the students can access most of the components from on or off campus at a time convenient to them. The "Application/Registration" team has completed its report (V.3.f) and the results are outlined in Standard 3B. The membership of the "Assessment, Orientation, Advisement" team has not yet been finalized, but this project is on the Project Redesign schedule for the near future.

Standard 3A.4: **Policies on student rights and responsibilities, including the rights of due process and redress of grievances and rules defining inappropriate student conduct, are clearly stated, well-publicized and readily available, and they are implemented in a fair and consistent manner.**

Standard 3A.5: **Publications (e.g., the *Student Planning Guide*) describing relevant policies and procedures, student services and programs, student government and activities are readily available.**

Students will have access to personal information, as well as information about their rights and responsibilities, rules and regulations, due process and grievance procedures through computer terminals and/or kiosks. When students have computer access

to information about their own academic progress, including messages from faculty members or counselors or an alert regarding a deadline, they will then be equipped to take appropriate action. Students will be able to communicate in a more efficient and effective manner. They will have access to the College's policies and procedures and will be able to advance inquiries to appropriate College personnel.

Standard 3A.6: **The institution supports opportunities for student participation and leadership in campus organizations and student involvement in institutional governance.**

Student participation in governance will be enhanced by the ease of communication available, accessibility to minutes from current meetings and status of legislative actions. The ease of communication should foster enhanced student involvement and enable more effective networking with other students. Students will be able to have e-mail contact with other campuses and ASB associations.

Standard 3B.3 – Admissions and Records

The institution makes provision for the security of student records of admissions and progress. Student records including transcripts are private, accurate, complete and permanent. They are protected by fireproof and otherwise safe storage and backed by duplicate files. Data and records maintained in computing systems have adequate security and provision for recovery from disasters.

Redesign will clearly have an impact on the storage of student records. Student records will no longer be maintained in fireproof vaults. Instead, records will be maintained by document imaging systems or on the mainframe.

This area of redesign is addressed by three redesign groups: Financial Aid, Application and Registration, and Student Access to Information.

Document imaging—the storage of documents such as a student transcript, application to college, or financial aid docu-

ments—is envisioned as a three-phase project in the Student Services area, beginning with Financial Aid, then branching to Admissions, Counseling and, finally, other Student Services departments. Documents will be indexed and given security access, based on document type. Imaged files will be backed up to another optical disk and taken off site. Once done, documents imaged the previous day will be shredded.

The impact of document imaging on College operations will be enormous. Time spent filing, as well as time accessing student folders will be eliminated. The microfilming of instructor records will be eliminated. Instead, staff will have access to documents, based on their security clearance, and at their desk. Counselor or other comments may be "posted" on any imaged document. Imaged documents will be linked with the student database to allow staff a complete picture and history of an individual student. In addition, at some point, students will also have access to certain documents from select locations on campus. Both student and instructor records will be maintained in this manner.

In addition to document imaging, SAIL, the Student Access to Information Link, proposed by the Student Access redesign team (V.3.a), will allow students and staff access to general College information, as well as their own individual data from computers both on and off campus. Security will be managed through Student Identification, generally the SSN, and PIN numbers which a student may change at any time. Back-up for database information is done each evening and maintained at an off-campus site. This will not change.

Standard 3B.5: **The institution has a policy regarding fee refunds that is well-publicized, uniformly administered and consistent with customary standards.**

Currently, the refund policy is publicized in the College Catalog, Class Schedule and application jacket, and given to each student who registers for classes. The refund policy will continue to be distributed this way to any student who chooses to apply and/

or register in a traditional manner. However, Project Redesign proposes that students apply and register utilizing technology.

Upon completion of the application redesign, students will be able to apply to the College using an application diskette, the World Wide Web, or from on-campus computers. The refund information will be on the application diskette and the World Wide Web, as it is proposed that the Catalog and Class Schedule be part of these mediums. There will, however, be no application jacket. This information will, instead, be included in the information given to all students upon receipt of application, i.e., the "Steps to Enrollment at SBCC" packet.

Upon completion of the registration redesign, students will be able to register from on- or off-campus telephones. The proposed Interactive Voice Response system will include an option to learn about the refund deadlines. However, students will have to choose to access this information which will be part of the registration system, as well as SAIL. Currently, students access the information by choosing to read the literature provided to them.

There will be significant impact on fee refunds once redesign processes are implemented. Less material will be printed and handed out, thus saving paper, printing and personnel costs.

The refund process itself will be changed from a personnel and paper-intensive process to a very streamlined process. Students will be able to initiate a refund at any time. The refund process will become automated, thus eliminating at least 12 days of staff time each semester. Students will be able to have their credit card credited, a warrant issued, or elect to have the amount credited for future use. In addition, students will receive refunds sooner.

Application and Registration Redesign

The Application and Registration redesign will have a far reaching impact on the Admissions Office, students and the College as a whole.

After redesign, students will be able to apply to the College using an application diskette, over the World Wide Web or from on-campus computers. The application will be expanded to include BOGW and special program information. The data received will be uploaded directly to the mainframe and the student sent pertinent information in the same format in which the student information was received. Expert systems will make residency and BOGW determinations. As a result, Admission and Financial Aid staff input and analysis of data will be reduced to a minimum. Errors will be minimized as students will be responsible for inputting their own data and incomplete applications will not be accepted. In addition, paper and postage costs will be reduced.

Once implemented, the registration portion of this redesign will cause student registration to move from a paper, staff, postage and time (both student and staff) intensive process to one in which both students and staff spend a minimum of time. Students will no longer be required to come to the Admissions Office to register, add, or drop classes, but will be able to do this from their home, office, or any on-campus phone at a time convenient for them. Students will obtain a registration appointment time using the telephone. They will also be able to add and drop their own classes and choose optional fees at a time convenient to them and from whatever location they so choose. The system will provide students with warnings and advisories, as well as allowing them to access account, grade and class information. In addition, items proposed by the Student Access to Information, Financial Aid and Cashier's Office (V.3.g) redesigns will be available through a secondary menu. Instructors will also be able to utilize this system to monitor class enrollment and withdraw students from classes. As a result, staff will be free to do other tasks, including providing greater assistance to students who require it.

The third aspect of the application and registration redesign is a Master Database which is not semester-driven. This database would hold credit and non-credit student data for more than one semester, comprehensive information for departments and programs, and general college information. The ability will then ex-

ist for student records to be initiated and maintained by a student electronically or through personal contact with virtually every department on campus. The network system will make these new records and changes to existing records immediately available to all database users. Look-up and change capabilities will be determined and controlled at the network level.

The redesign, as proposed, will fundamentally change the way the College will obtain, store and access information. Individual departments will be able to act more independently in the accessing of aggregate information given the greater access to centrally located data. With this independence, individual departments will be more responsible for the integrity of the information input locally.

These changes will transform the Admissions Office by shifting the responsibility of information input from the staff to the students. Students will have the ability to register by phone, update information via home or on-campus computer, and apply and receive information via Internet or diskette. Because of this shift, the flow of students through the Student Services Building will be greatly reduced. There will be fewer students in lines and these students will be more likely to need special assistance. The role of the Admissions staff will change dramatically.

Finally, the redesigned application, registration and master database system will make available the latest technologies to provide a flexible, convenient, time-efficient and comprehensive framework to facilitate transactions related to student/prospective student requests, applying to the College, and registering for classes.

Standard 3.C – Comprehensiveness of Student Services

Depending on the nature and needs of the student body and the purposes of the institution, a range of student services may be provided. Decisions on comprehensiveness of services depend on the purposes of the institution, the diversity of its student body, and whether students commute or live in campus residential facilities. The functions, goals and objectives of each service are consistent with those of the institution. Each is planned and evaluated by the same established processes as other parts of the institution's major programs and services.

Santa Barbara City College esteems its history of providing comprehensive services to support student success. However, we are even prouder of the high quality of services rendered to students. We believe that the high degree of caring demonstrated to students in the delivery of student support services, as validated by student surveys, particularly distinguishes our efforts. As a demonstration of our desire to maintain and improve our services to students, many of the student services units were the first to become involved in the College-wide redesign efforts. The results of these redesign efforts clearly indicate dramatic, positive changes in the way the College serves students.

Descriptions of Impact of Redesign on Comprehensiveness of Services Depth

Without question, redesign will greatly enhance the comprehensive services offered to students at SBCC. Student services will better utilize technology to make students and staff more informed, more efficient and more interactive. The redesign projects represent a coordination of effort to integrate common computer programs and databases to provide students with immediate interactive access to documents and information from selected locations both on and off campus. Focusing on the belief that "Knowledge is power," the redesign effort will provide students, faculty and staff with greater depth and timeliness of information, thus empowering all parties to make more informed and timely decisions. The quality of information, the timeliness of information, the response time and the ease of securing information will all increase significantly.

Analysis of the Impact of Redesign on Comprehensive Services

The positive benefit to students, staff and faculty will be in the quality, quantity, timeliness and ease of use of the delivery of student support services. A possible negative impact might arise with a decline in students perceiving a personalized approach. While this mechanical process utilizing the latest in technology to deliver services may be rated as an efficient and effective delivery system, rarely will it be described as "caring." We must continue to utilize technology as a means of providing service with the caution of serving the totality of student needs. As we proceed with the redesign efforts, our challenge will be to continue to assess the student perception of the College's delivery system.

Benefit of Redesign on the Comprehensiveness of Services

Without question, the benefits of redesign upon the comprehensiveness of services will be overwhelmingly positive. Information will be available to students with greater depth and timeliness than previously. Students will be able to access information seven days a week, 24 hours a day, from on- or off-campus. Changes in data will be easily updated, increasing accuracy and reducing miscommunication. With the incorporation of technology to assist in delivery services to a large number of students, staff will be available to assist those students who desire personal contact or need one-to-one assistance. Additionally, the redesign project effects a more efficient coordination of effort that should produce cost savings to the College while providing students with a more efficient delivery of services.

Principal Elements of Redesign on Comprehensiveness of Services

The principal elements of redesign projects effecting coordination and comprehensiveness of services are as follows:

- Development of a plan for a student reprographic center.
- Institution of multiple payment methods for students.
- Automation of the refund process, thus eliminating at least 12 days of staff time and a faster delivery of refunds to students.
- Implementation of a system whereby students can electronically update their own select data.
- Implementation of telephone registration and a new College-wide information system.
- Redesign of the admissions application to incorporate all the elements and data required by all special and general programs, such as Extended Opportunity Program and Services (EOPS), Disabled Student Programs and Services (DSPS), English Language Studies Program (ELSP), International Students Academic Program (ISAP), etc., as well as Board of Governors Fee Waiver (BOGW) information.
- Development of a system whereby students and staff can electronically access, submit and track applications, petitions and forms.
- Development of a process whereby students can make Assessment/Counseling appointments electronically if certain criteria have been satisfied.
- Development of an electronic student application process for on-site use, as well as use on the World Wide Web.
- Provide departments and categorical programs with the ability to obtain needed information directly from the student database, thus eliminating the need for these offices to input the same student information.
- Provide students with the additional options of interactive CD-ROM or video orientations.
- Placement of the Catalog and Schedules of Classes on the WWW Internet, as well as providing a diskette.

- Creation of a "paperless" financial aid student file through the use of document imaging.
- A document imaging system has been purchased, and training of staff has begun.
- Mail or direct deposit student financial aid funds.
- Development of an electronic financial aid application process.
- Creation of terminal locations for students to input and track financial aid documents.
- Redesign of admissions applications to include Board of Governors Fee Waiver (BOGW) eligibility questions with automatic notification of eligibility.

CQI: Bookstore: It is anticipated that the Campus Bookstore will engage in a Continuous Quality Improvement (CQI) project in the future to improve the quality of service to its customers.

In any CQI process, the focus is on the customer. In an educational environment, this includes students, prospective students, faculty and staff. With the infusion of technology, the growth of our campus and increased obligations or demands, our customers needs and wants have changed. Therefore, the Bookstore must change.

The Campus Bookstore provides myriad products and services to its customers. By building CQI into the business, the services provided by the Bookstore would greatly improve.

For example, students want to purchase textbooks and other needed supplies at their convenience, not at the convenience at the College. Despite the fact that the Bookstore is open more than 10 hours a day (except Fridays) and more during rush, the hours never seem to be enough. A CQI approach to this process may allow students to order books and supplies for pick up at a campus office which is open later, or have the items sent to them at a nominal cost.

As another example, the majority of the campus community, faculty and students alike, is now located on the West Campus.

Faculty are still expected to complete an order form for textbooks each semester. Forms are sent and returned either by campus mail or in person. With CQI, this process could become more interactive by implementing the use of electronic forms. As a result, ordering by faculty would become easier. As an added benefit, paper costs would be reduced and the task of placing mail in mailboxes would be eliminated. In addition, faculty would have copies of their orders on their disk for reference, thus eliminating the need to copy the order form for their files.

In general, a CQI process would help the Bookstore address its customers needs to ensure than concerns are being looked at and addressed on a continuing basis. Since the store is a service-based operation, knowing what the clientele expects can result in the changes needed to meet customers' ever-changing expectations. In addition, and as an added benefit, a CQI process should quickly identify those processes which are not cost-effective or providing the appropriate return on investment.

Standard 3.D – Counseling Services

Counseling: **A systematic program of counseling and academic advisement assists students in making appropriate decisions.**

3D.1: The institution provides an organized and functioning counseling program which includes, but is not limited to:
- **Academic counseling**
- **Career counseling**
- **Identification of potential barriers to progress and strategies to overcome them**
- **Counseling of students on probation**
- **Referral to appropriate support services and agencies**
- **Counseling of student populations with special needs**

Description of Impact of Redesign on Counseling Services

The provision of counseling services of this standard will continue throughout and following redesign. Redesign will improve

the College's capacity to respond to the demands on counseling services that will result from an expected increase in the number, diversity and special needs of students at a time when diminishing resources limit the ability to provide traditional one-to-one counseling services.

As a result of redesign, there will be an increase in the types and flexibility of counseling delivery methods that will respond to students' diverse schedules and unique academic, career and personal development needs. Counseling services will be delivered in multiple modalities, many of which will involve the use of technology.

Many of the redesign projects will increase opportunity and expectations for students to independently seek out, obtain and apply information. Many redesigned functions such as the Student Information Access (SAIL) project will provide students, faculty and staff with greater access to information that is pertinent to counseling activity. As such, there will be reduced dependency on one-to-one contact with staff to provide basic information that the student is fully capable of securing in advance of, and following, interaction with professional counseling faculty. The quality of one-to-one counseling sessions will be improved as counselors and faculty advisers have the technology to access scanned transcripts and notes from prior sessions, as well as real-time degree audits systems, four-year college articulation, Internet, and other computer-based career and educational planning information.

In assessing the impact of redesign, it is important to note that the redesigned systems being proposed are not 'expert' systems that make decisions or set goals for students. Neither are the proposed systems "neural" systems that emulate or replace human decision-making processes on how to consider alternatives, assess the relative consequences of a course of action, and manage multiple life roles. There will still be a need for professional counselors to assist students who must make education and career planning decisions within the context of highly dynamic and complex social and economic conditions that affect the student's life.

Students will have greater autonomy and opportunity to access information. However, not all new processes from redesign will serve all students equally well. For example, instead of replacing one-to-one services to special populations with self-help technology-based services, such as kiosks and CD-ROM, it may be appropriate to increase the allocation of human resources to those students with the greatest need and potential to benefit from personalized service. Redesign will provide the opportunity to redistribute resources to support those students most in need of personal interaction, while increasing opportunities for those students capable of self-help.

Some redesigned processes and functions, such as telephone registration, financial aid, student fee collection and SAIL, may reduce the traditional flow and timing of student traffic in the Student Services Building. There may be a decline in student use of the Counseling Center, Transfer Center and Career Center. Redesigned processes may require that counseling services include remote communication through the telephone, e-mail and on-line computer "chat" sessions. Orientation will need to acquaint and train students in new technologies that may include campus-based kiosks, computer work stations and remote Internet access.

The use of technology presents several challenges to the counseling process. Counseling has been heavily dependent upon the combination of verbal interaction and non-verbal communication to assess and react to student needs and responses. Counseling that takes place by telephone, e-mail, or interactive Internet "chat" mechanisms is largely untested. Also, we do not know if students will take the initiative to access the large amounts of information being provided through redesign, or that autonomous access to information without counselor assistance will be adequately understood and processed. As technology-assisted counseling approaches are introduced, they will need to be monitored carefully for effectiveness.

As increased technology is introduced to deliver and manage counseling services, there may be a need for new roles and new

counseling unit support personnel who have advanced skills in technology management and utilization. These new roles may require new personnel, as well as training of existing staff and counseling faculty. The effectiveness of technology as a counseling medium is largely untested. As such, there will be a need for ongoing training and development of counseling faculty who will use technology-assisted counseling interventions.

There are few proven paradigms available from which to develop a reliable counseling service delivery model that makes extensive use of technology. More sophisticated and efficient program evaluation methods will be needed to effectively assess the interactive impact of different and multiple counseling modalities. Tracking of students' utilization of counseling services will need to be more consistently and widely applied to include electronic tracking of technology-based self-help counseling resources. Special attention will need to be given to identify and serve those students for whom new modes of counseling services are not effective.

Benefits of the Project

While there are challenges in providing counseling services under Redesign, there are also anticipated benefits.

As a result of redesigned processes throughout the College, many students will have autonomous and timely access to information that previously required the student to be on campus during office hours and be assisted by one or more staff from multiple offices. Through access to information seven days a week, 24 hours a day, students will be responsible for independent access to information. The information will be accurate and up-to-date, thereby reducing the potential for error and misunderstanding.

Students will save time in navigating the College bureaucracy and securing basic information. Students will be more satisfied and the time students previously spent navigating the College's counseling systems and acquiring information could be applied to more productive activity. The redesigned information systems will also reduce the amount of time that staff and professional counselors allocate to providing basic information. This will free up valuable resources to serve those students most in need of personal attention.

Students who might have difficulty processing verbal information and instructions will have greater access to printed information that is delivered electronically from multiple means and locations. Through e-mail students will have increased opportunities to communicate with counselors and instructors.

Students will be able to have their questions answered in a more timely manner. Redesigned data systems are also expected to improve referral to, and tracking of, students' curricular and co-curricular services.

Counseling and instructional faculty will also have independent access to student information. The new systems will increase the amount and types of student information that is available to appropriately counsel and advise students. The new data systems will also streamline the ways in which student data is captured, stored and retrieved. This will reduce the amount of resources required to manage counseling services.

Principal Elements of the Recommendations

The principal elements of redesign that will impact counseling services include:

- Telephone registration
- Electronic mail for students
- Kiosks, computer work stations and computer labs
- Integrated data systems
- Updated windows-based hardware and software
- Remote access to student and college information through the Internet
- Document scanning and electronic retrieval

- Publications management
- College-wide student ID/Magnetic stripe card
- CD-ROM

3D.2 – A Structured System of Academic Advising Is Available to All Students

Description of Impact

Academic advising represents a major function of the College's counseling services. A structured system that begins with pre-orientation advising and continues with new student advising, first-semester advising, continuing student advising and special population advising is in place. The academic advising functions are provided through the coordinated activities of professional counseling faculty, faculty advisers, special program advisers and information resources that include both hard copy printed information and computer-based information.

   The cornerstone of advising is information. As with the impact on counseling services in general, redesign will increase the amount, types and ease of access to computer-based information that is available to both students and College personnel.

Analysis and Benefits of Impact

As student utilization of computer-based information increases, there may be a decrease in the need for many students to meet with professional counselors to obtain such information. Students will have access to consistent and reliable information, as well as increased opportunities to communicate through electronic media with counseling and instructional faculty regarding program requirements and recommendations. Students, faculty and staff will have more consistent access to current information about the student.

   The same redesign processes that impact counseling services in general will also impact academic advising.

STANDARD FOUR: FACULTY AND STAFF

The categories of those who are employed by a postsecondary institution vary substantially from one institution to another, but typically include those who teach, those in student services, those in learning resources, paraprofessionals, support personnel and administrative staff, and includes persons employed on full-time and part-time bases. The institution demonstrates its commitment to the increasingly significant educational role played by diversity of ethnic, social and economic backgrounds among its members by making positive efforts to foster such diversity.

Accreditation Standards

Report on current or projected impact in these areas:

4. Faculty and Staff

a. Selection:
    Employment Process

b. Qualifications of Staff:
    Project Redesign Impact on Job Classification

c. Evaluation:
    Project Redesign Effect on Staff Evaluations

d. Staff Development:
    Project Redesign Training
    Technology Training

e. Other Personnel Policies:
    Project Redesign Compensation for Team Members

f. Conclusion:
    Project Redesign Effect on Staff Morale
    Project Redesign Impact on Organization
    Project Redesign Impact on Human Resources

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4a. Selection

Employment Process

The College has always had a very collegial, thorough approach to the employment process. The essence of that approach is valued and will remain intact. It is, however, recognized that a large amount of time and resources are invested in the employment process. For this reason, the employment process has been identified as the subject of a redesign team project scheduled for the Fall of 1996. Each step of the process will be identified, mapped and evaluated in order to be redesigned. The end-result will be a more effective, efficient process that continues to be thorough and uses a collegial structure to involve employees in the employment process.

4b. Qualifications of Staff

Minimum qualification factors will remain the same as they are dictated by the state and district minimum qualification standards. It is our expectation that as redesign progresses with an increase in the use of technology, familiarity and expertise in the use of computers will become expected characteristics for all qualified applicants.

Project Redesign Impact on Job Classification

It is inherent within redesign principles that jobs will change in the light of technology. New, more efficient ways of doing business and allowing employees to make critical decisions will take place. In light of these anticipated changes, some jobs will require new skills and have a higher level of complexity and authority. As these jobs change, there will be a need to review and reclassify positions based on the changes. In addition to reclassification, SBCC has made a commitment to provide training to assist employees achieve newly required competencies of redesigned positions.

4c. Evaluation

Project Redesign Effect on Staff Evaluations

SBCC's method of staff evaluation has not changed to this point. It is, however, expected that as jobs are redesigned, a different level of accountability will exist for the use of technology. As computers and other types of technology continue to be introduced into departments, the effective and efficient use of this technology will be a key performance evaluation factor. The "familiarity with the use of technology" has already been introduced as a desirable characteristic in all job announcements.

4d. Staff Development

The staff development programs in place at SBCC encourage all employees to stay current within their field of expertise. With the advent of redesign, the expectation and hope is that through participation in this process, employees will become leaders within their fields as the institution develops cutting-edge methods of conducting technology training.

Technology Training

SBCC has also expanded the technology training offered. There are a number of technology tools that have been introduced to assist in the major undertaking of change. Some of the new tools used to assist in this process are "Workflow Analyst" and "Microsoft Project." It is anticipated that the information technology tools will be helpful through the redesign process and beyond to help the institution document and continue to change business in a more efficient and effective manner.

Project Redesign Training

SBCC has offered and will continue to offer a broad-based training program. Redesign and CQI training programs have been added to the options available. A series of classes have been

developed to help support team leaders and team members of redesign groups understand the redesign methodology and apply it to processes to create major change. These classes include a leadership training class for team leaders, a class regarding redesign methodology for all team participants, a CQI methodology class and informational meetings regarding prototyping and implementation.

The implementation of the redesigned processes will have a tremendous impact on the use of technology and the need for increased training. The Information Resources Department is working closely with the affected areas to plan for this increase in need.

4e. Other Personnel Policies

Project Redesign Compensation for Team Members

As a general rule, team members were not compensated for participation on redesign teams. Departments identified basic needs to continue to maintain functions in the absence of employees, and those needs were met with part-time hourly help. Employees that participated on teams that were not in paid status at the time of the team activity were paid on a stipend basis for their work. Employees were asked to participate as a basic function of improving the way business is done within the organization.

4f. Overview

Project Redesign Effect on Staff Morale

It is anticipated that there will be a significant impact on staff morale because people are being empowered to change and improve their jobs. As a side effect of this involvement, an increased feeling of ownership of the job and loyalty to the organization may occur. The staff members who have participated on teams have expressed an appreciation for the experience and also a renewed interest and commitment to their jobs and the institution.

As more employees participate in this process, the positive attitudes will assist in the continual cultural change of the organization.

Project Redesign Impact on Organization

Although SBCC has not yet embarked on widespread implementation of projects, it is anticipated that there will be a flattening effect on the overall organizational structure. As functions take advantage of automation, and positions are classified to a level where the people performing the work are given the authority to make decisions, there may be less of a need for middle management. The other major possible outcomes may include structuring work around the needs of the client, and the composition of the institution may change from the current functional/departmental structure to a process-oriented structure. This is a very different way of doing business and will create challenges in the reporting hierarchy and reward systems.

Project Redesign Impact on Human Resources

Project Redesign will have a significant impact on Human Resources as it impacts the organization: some positions may require reclassification, new organizational reporting structures may be required, and training will be needed to support the change. The Human Resources Department will be closely involved with the implementation of these changes. This type of dramatic, widespread institutional change cannot occur without the guidance and strong leadership of Human Resources.

STANDARD FIVE:
LIBRARY AND LEARNING RESOURCES

The College provides those learning resources necessary to support the educational program and the intellectual and cultural development of staff and students, day and evening, on- and off-campus. The adequacy of an institution's learning resources

is judged in terms of its goals and programs. The effectiveness of an institution's learning resources is judged by how well and how much they are actually used.

Learning resources include the library and its collections, learning laboratories and centers, other collections of materials that support teaching and learning, instructional technology and support services, distribution and maintenance systems for equipment and materials, instructional information systems, instructional computers and software, telecommunications and other instructional media, and the facilities that house such equipment and services.

Reports resulting from the following four redesign projects contain recommended strategies that will affect how the College's learning resources are organized, accessed, delivered, staffed and equipped:

1. Student Access to College Information (V.3.a)
2. Learning Support Services (V.3.k); Marine Diving Technology (V.3.d)
3. Assessment of Student Learning (V.3.c)
4. Acquisition, Allocation and Replacement of Computer Equipment (V.3.i). Furthermore, the three instructional redesign projects planned for summer of 1996 and winter of 1997 (Redesign of the ESL Curriculum, Redesign of the Foreign Languages Curriculum, and Offering Multiple Sections of the Same Course) are being conducted, in part, to identify effective approaches for incorporating instructional technologies and materials to support student learning into the curriculum. Examples of how current and projected redesign projects are likely to affect the College's library and learning resources are provided in this section of the self-study report.

Standard 5.A – General Provisions

The report prepared by members of the Learning Support Services Redesign Project include recommendations to reorganize the learning resources staff to more effectively support the iden-

tification, development and delivery of varying modes of instruction appropriate to students' needs and learning styles. For example, the implementation of the plan will result in providing faculty with increased technical support in identifying and using supplemental instructional materials to promote student learning in their courses. In addition, by redefining existing positions and adding others, the College will be in a much stronger position to support student and faculty use of the institution's learning resources.

Acquisition, Allocation and Replacement of Computer Equipment

This redesign project details a comprehensive plan for replacing the College's computer inventory in as timely a manner as possible. Such a plan is essential in maintaining the currency of the College's growing inventory of computers used to deliver instruction and access information resources.

Although not part of a formal redesign project, in Fall 1995, the College combined into one unit technical staff from Media Services and Computer Support Services. This reorganization was undertaken to cross-train technical support staff in the maintenance and repair of computers and media equipment and to increase the amount of support available to maintain equipment, including that used in the delivery of learning resources.

Standard 5.B – Resource Development

One of the recommendations of the Learning Support Services Redesign Team is to create a new position, Director of Learning Support Services. The person in this position will work closely with staff in the Learning Support Systems unit and the Faculty Resource Center in keeping faculty informed about new developments in learning technologies. The Director of Learning Support Services will also be responsible for working with faculty across the curriculum in identifying and evaluating the effectiveness of learning resources materials.

Standard 5.C – Accessibility

Although not part of a formal redesign project, several initiatives have been undertaken to increase student access to, and use of, the library and other learning resources. The library staff has developed a series of self-paced instructional modules to provide students with instruction on how to use the resources of the library, including using the Internet to access information. Each module consists of a videotape and a workbook. The videotapes are used by subject area faculty to provide their students with an orientation to the resources that can be accessed in the library. The complete modules (videotapes and workbooks) are used in the Library Orientation course, and, beginning in the Spring 1997 Semester, in a self-paced course.

The English Department is working with the library staff in developing an information literacy course that is to be taken concurrently with English 110, College Composition and Reading. This modular course, scheduled to be offered in the Spring or Fall Semester of 1997, is being prepared to ensure that students acquire the library and research skills needed to access information from traditional and electronic sources.

Recommendations in the Learning Support Services and the Student Access to Information redesign projects contain strategies for enabling students to access the College's instructional and library resources from computers both on and off campus. Efforts are underway to provide the infrastructure needed to support student access to instructional materials and resources from any adequately equipped computer on or off campus.

Standard 5.D – Faculty and Staff

As noted in Standard 5.A, the Learning Support Services Redesign Project included recommendations for redefining and expanding the capacity of learning resources staff to more effectively serve users and to expand technical support. Furthermore, recommendations from redesign projects will be closely monitored to identify those which will affect the Library and Learning Support Services staff with respect to workload and/or technical skills needed to implement the new strategies. If needed, steps will be taken to ensure that the appropriate training and/or staffing levels are provided to support the implementation of the strategies identified in the redesign projects.

Standard 5.E – Information Technology

In Summer 1996, the ESL Department (V.3.m) and the Foreign Languages Department (V.3.n) will be participating in projects to redesign their instructional programs. These departments are scheduled to have their existing audio and videotape language lab replaced by a 37-station multimedia language lab. Since there are well over 1,500 students enrolled in ESL and foreign language courses each semester, it became evident that one 37-station computer lab would not come close to accommodating students in the ESL and foreign language classes as they are currently offered. The ESL and foreign languages redesign projects will examine how to maximize student access to, and the effective use of, the new multimedia language computer lab.

Learning Support Services

This redesign project report includes recommendations for the creation of two, 100-station open computer labs plus the addition of a second computer-assisted instruction classroom. These computer commons or open labs are needed to accommodate the growing demand to access computers to complete course assignments, use supplemental instructional materials, and access instructional and library resources available through the college's e-mail and the Internet. These recommendations are included in the Instructional Technology Plan for Academic Affairs.

STANDARD SIX: PHYSICAL RESOURCES

Physical resources, including buildings and equipment used both on and off campus, are adequate to serve the needs of the

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institution in relation to its stated purpose and its goals and activities. **The physical environment of the institution contributes to an atmosphere for effective learning.**

Introduction/Background

Phase I of the accreditation self-study addressed Standard 6, Physical Resources, and concluded that the standard is being met as documented and described.

Phase II of the accreditation self-study will evaluate the impact or project the probable impact of Project Redesign on Standard 6.

Project Redesign

To date nine redesign teams have conducted redesign efforts, and reports have been published on each project. However, none of the projects has fully progressed to the implementation stage. The ultimate impact on Standard 6 is open to subjective evaluation, interpretation and informed speculation. The conclusions from each redesign project that appear to affect Standard 6 serve as the basis for a discussion on how Project Redesign changes are viewed through the prism of Standard 6.

Facilities

Physical Resources, particularly facilities, both on and off campus, are designed, maintained and managed so that the institution can fulfill its goals and objectives.

The process of facilities development, maintenance and improvement were described in Phase I of the self-study. Several of the redesign projects to date have identified possible facilities needs to accommodate the redesign recommendations when implemented.

Project Redesign: Possible Facilities Impacts

A. Student Access to Information

1. Building of several on-campus, 24-hour access kiosks for independent student access.

2. Additional phone lines/switch capacity for 24-hour access from off campus.

3. The Student Services Building should be able to accommodate additional FTE growth.

B. Registration

1. One-stop registration/fee payment. The new process will require remodeling and/or reconfiguration of the Student Services Building, registration and cashier areas.

2. New technology with hands-on capability for students may require new/remodeled spaces.

C. Objective Testing/Assessment

The anticipated impacts will be determined by the extent to which the team's recommendation for a testing center is continued through to the implementation stage. Minor modifications in an existing facility should be sufficient to accommodate this proposal. However, the determination of the amount of space needed and where it might be re-allocated from existing facilities could be a problem.

D. Marine Diving Technology

1. Possible need to expand pool utilization time at Los Baños Pool.

E. Financial Aid

1. Building of several on-campus, 24-hour kiosks for independent student access.

2. Additional phone lines/switch capacity for 24-hour access from off campus.

F. Reprographics

1. The combination of duplicating, publications, printing/graphic arts will require remodeled facilities/configurations and reallocated space assignments.

2. Additional phone lines and/or fiber optics capabilities for electronic transfer of duplicating jobs.

G. Purchasing Routine Supplies

1. Storage of building supplies on the main campus will require additional storage areas. These may have to be met in off-campus space.

2. Less space will be required for routine supplies, and less inventory will be required at the Bookstore using "just-in-time" delivery.

3. The area designated for the Purchasing Assistance Center will have to be remodeled.

4. The paper storage area near the duplicating/print shop/graphics arts area may have to be reallocated and remodeled.

H. Student Fee Payment

1. One-stop registration and fee payment will require remodeling and/or reconfiguration of the registration and cashier areas.

2. Phone registration and fee payment by electronic means will require more phone lines/phone switch capabilities.

3. Continuing Education (non-credit) locations may require modification of office space.

I. Computer Allocations, Acquisition and Installation

1. Adequate space must be provided for Information Resources when the present temporary buildings are vacated and removed. The remodel of the Administration Building's 2nd floor should meet most of these needs.

2. The available area for the receiving, assembly, testing, and repair of computer equipment is inadequate. The necessary space will be determined prior to the Administration Building remodel and allocated accordingly.

In addition to the redesign projects, the Facilities Department (custodial, grounds and maintenance) has embarked on a set of continuous quality improvement (CQI) procedures. This could have some impact on physical facilities with regard to equipment storage and access areas.

For the most part, the impact of Project Redesign on physical facilities appears to be incremental in its requirements. Financing will be a concern, but the projects do not, at this time, call for major facility development.

Equipment

Phase I describes the method used in the past four years to allocate funds for equipment replacement. When the policy was established in August 1991, the allocation process was based on needed equipment replacement spanning 15 years. However, instead of replacing older equipment, the fund has also been used to purchase new equipment, particularly computer technology. Unless the computer equipment replaces the existing equipment inventory, the replacement problem is exacerbated.

This problem was addressed by a redesign project and a new policy is being developed for Board approval. The replacement cycle for computer technology is four to six years, which translates to a replacement need of $700,000 per year.

Equipment replacement funding is derived from the Lottery excess above 2 percent pledged for salary increases. Estimates are thus completely dependent upon income received from the State Lottery. If the allocation of $800,000 for equipment replacement remains the same, the District may deplete the fund in the next five years. This assumes that there will be no special allocations from the state for equipment; no external funding will be received; and that the Lottery will be less than it has been for the past two years. It is a conservative projection. Allocations for new equipment required in Project Redesign and new computer technology needs are estimated to be from $50,000 to $75,000 per year.

Although all the redesign costs have not yet been fully identified, rough estimates based on recommendations contained in

the Project Redesign team reports follow:

Project	Possible Cost Range
1. Telephone registration	$100,000 – 250,000
2. Kiosks, 5 @ $10,000-15,000	50,000 – 75,000
3. Telephone lines/switch	75,000 – 250,000
4. Document imaging	70,000 – 125,000
5. Software development (Student Services)	25,000 – 50,000
6. Graphical user interface	10,000 – 15,000
7. Electronic inputs/readers	25,000 – 35,000
8. Electronic submission applications	25,000 – 50,000
9. Transcripts on CDs	15,000 – 20,000
10. Additional FAX/modems	20,000 – 25,000
11. Docutech duplicating system	110,000 – 150,000
12. Debit/credit cards for all departments	5,000 – 10,000
13. On-line purchasing software	35,000 – 60,000
14. Fiscal/purchasing software	150,000 – 500,000
15. Network FAX software	15,000 – 40,000
16. Energy Management (DDC)	75,000 – 225,000
17. On-line work orders	40,000 – 120,000
18. Communications infrastructure	100,000 – 250,000

Total Possible Ranges $945,000 - $2,250,000

The District is seeking "strategic partners"(V.1.e) to assist in funding redesign equipment costs. The need for substantial investment in equipment/technology is a major outcome for Project Redesign. The District will need to significantly expand its planning to meet these needs.

Facilities Planning

Substantial changes in our facilities planning model are anticipated.

STANDARD SEVEN: FINANCIAL RESOURCES

Financial resources are sufficient to achieve, maintain and enhance the goals and objectives of the College. The level of financial resources provides a reasonable expectation of financial viability and improvement. Financial management exhibits sound budgeting and accounting. Financial planning is based on institutional planning involving the governing board and broad staff participation.

Phase I of the Accreditation Self-Study addressed Standard 7, Financial Resources, and documented and described how the standard is being met.

Phase II of the Accreditation Self-Study will evaluate the impact and/or project the probable impact of Project Redesign on Standard 7.

7.A – Financial Stability

Financial resources are sufficient to achieve, maintain and enhance the goals and objectives of the College. The level of financial resources provides a reasonable expectation of financial viability and improvement. Financial management exhibits sound budgeting and accounting. Financial planning is based on institutional planning involving the governing board and broad staff participation.

As described in Phase I of the self-study, the District attempted to stabilize the effect of the state-wide shortfalls through cost cutting, service reductions, and freezing vacant personnel positions. The recognition that we needed to radically change the way we do our business spawned the idea for reengineering our processes and resulted in Santa Barbara City College's Project Redesign. At the onset, a built-in assumption was that the redesign efforts would cause us to rethink our processes, become more efficient, and reduce our costs.

Project Redesign

In reviewing the nine project redesign reports, a major focus has been on new technologies which will allow the District to move toward more automated, electronic processing, storage, and

retrieval of stored information. This translates to new equipment needs and major upgrades in information technologies. As described under Standard Six, of an estimated minimum of about $950,000 and possibly as much as $2.25 million, $2 million will be needed as a one-time commitment for new equipment identified in the first nine projects. Based on the information technology redesign, the ongoing need for replacement equipment will more than double, from $320,000 per year to $736,000 or possibly even $900,000 per year, for the foreseeable future.

The implementation of the redesign projects will result in projections of cost savings. Thus far some cost savings have been identified to follow significant investment in new equipment. It can be postulated that there will be savings and/or better service when the redesign projects have been implemented; however, definitive data to support that conclusion is tentative.

The District has begun to study the probable additional costs of redesign and possible savings associated with each project; however, we are still in a preliminary stage of analysis. As part of Project Redesign, a new cost analysis template will be developed and applied. This model is expected to be employed in the Summer of 1996 (V.2.g).

7.B – Financial Planning

Financial planning is based upon the Educational Master Plan and provides for staff participation and budget approval by the governing board. The policies, guidelines and processes for developing the budget are clearly defined and followed. Financial planning takes into account long-range projections regarding programs, services, costs and resources.

Project Redesign assumed, but did not identify, a specific emphasis on budget development and financial planning. The leadership goals identified in the College's soon to be finalized three-year plan include a call for movement from a function-based to a process-based model. This goal will affect how the organization functions and how resources are allocated in the future.

Under Institutional Support a new goal to "develop resource acquisition and allocation plans for completed redesign projects" will change the long-term planning focus in the financial area. A further goal is to develop "a resource acquisition and resource allocation budgeting process that builds from the institutional plan." This influences the financial planning process.

7.C – Financial Management

The institution's financial records and internal control processes are organized and clearly defined.

Several redesign projects will likely have an impact on the financial management of the District in the following areas:

Registration and Payment of Fees/Charges

Several recommended changes will affect existing processes. Examples:

1. One-stop fee payments
2. On-line look-up, updating and information access
3. Telephone registration
4. Credit card payments
5. Debit card capability
6. 24-hour kiosk availability
7. Transcript processing and fees
8. Bookstore and food services
9. Refunds to be automated

Financial Aid

1. Better, quicker, more efficient financial aid procedures.
2. Disbursement of checks/awards—fully automated with audit cross checks.

3. Status of checks: clearing, undelivered, canceled, lost—will be electronically monitored.
4. Awards could be electronically transferred to student accounts.

Purchasing of Routine Supplies

1. Use of a credit/debit card will reduce paperwork, processing, follow-up and errors.
2. Inventory of routine supplies will be reduced, and at the same time a wider variety will be available through the Bookstore.
3. The new purchasing assistance center will change the focus from pre-auditing to post-auditing and customer assistance.
4. Bulk storage of paper products will be centralized.
5. Supply items/catalogs will be on-line to various vendors.

Payment of Claims

Although the redesign project has not yet begun, it is anticipated the following benefits will accrue:

1. The payment process will be simplified, streamlined and more fully automated.
2. Follow-up, verification and problems will be reduced substantially.
3. Cooperation in redesign by the Santa Bárbara County Schools will reduce staff time, reduce copy costs, speed up processing, and assure timely, proper approvals.
4. Auditing of claims payments will be reduced and simplified.
5. Better management reports will be possible.

In summary, the financial resources and management processes will be affected by changes recommended through Project Redesign. However, those changes appear to be both within our capability and an improvement over how we are presently planning and managing our fiscal resources.

STANDARD EIGHT: GOVERNANCE AND ADMINISTRATION

Postsecondary education has a tradition of broadly shared authority and responsibility. For an institution to serve its purposes and achieve its goals each major constituency must carry out its separate but complementary roles and responsibilities. Institutional governance mechanisms provide the means through which policy is developed and authority is assigned, delegated and shared in a climate of mutual support.

Project Redesign. Project Redesign, though having clear objectives and following a methodology that is quite structured, has proven to be an undertaking that unfolds new potentialities as it is pursued.

Impact on Governance. The project's impact upon the College's governance and administration has been affirming and has opened up new possibilities within this area. Project Redesign has been affirming in that it has been developed and initiated within the existing governance structure of the College.

The College Planning Council, consisting of administrative, faculty, classified and student leadership, was the group that, through its struggles with planning for the future of the College and acute awareness of the fiscal limitations, began to seek an alternative methodology that would more fully support the College's future development.

The Council's leadership was instrumental in:

- Identifying the methodology (the application of reengineering principles to change).
- Sufficiently educating itself on this methodology to seek support from a consultant.

- Developing the College's vision.
- Establishing Project Redesign goals.
- Identifying the processes for which reengineering would yield the highest return.
- Establishing the outcomes and limitations for each process area.
- Assisting in identifying team leaders and process owners.

In short, this combined governance group (the College Planning Council) demonstrated an ability to identify a major, long-term problem area for the College (insufficient resources to maintain the College's viability in a significantly changing environment); determined a course of action to deal with that problem; and initiated implementing steps to put that solution into operation.

Project Redesign has also been affirming in regard to the Board of Trustees. The Board has been kept fully informed of all phases of Project Redesign. Recognizing the significance of this project in terms of change, they have continued to support its undertaking while staying abreast of the project activities. Similarly, the Academic Senate has been very much involved in the process and has served as an invaluable resource group to the Vice President for Academic Affairs in identifying and pursuing the Academic Affairs projects. Students and classified staff members have continued to be involved in the projects and demonstrated their support.

Thus, from a number of perspectives, Project Redesign has affirmed the strength of the governance and administrative processes that are in place at Santa Barbara City College.

Project Redesign has also begun to demonstrate the need for alternate administrative mechanisms and may point the way to new governance structures in the future.

Technical Team. Administratively, the project has necessitated the development of a Technical Team (V.1.d). The team is described as follows:

The Technical Team is responsible for creating an organizational infrastructure to support and monitor the implementation of the program framework defined by CPC.

The support infrastructure includes meetings with the Team Leaders and Process Owners to ensure that teams have the necessary resources to be successful. An extensive training program has been developed to address the needs of those leading teams as well as team members. An important and time-consuming role of the Technical Team is troubleshooting; i.e., supporting the teams as needed to have them successfully go through the redesign process.

Project Redesign is a complex process that involves a number of people and projects that are interdependent and can create significant management challenges. Attention to detail and vigilant support from the Technical Team can assist in preventing setbacks and supporting achievements.

As more teams are involved, the demands on project management will increase. The Technical Team's role in identifying and resolving problems so as to ensure effective project management, particularly in project implementation, will be critical in assuring project success.

The detailed follow-up required has been substantial and well beyond what was anticipated when the project was undertaken. The Technical Team has developed a "quasi-administrative" role to carry out the implementation of Project Redesign within the template developed by the College Planning Council.

Communication Committee. Another vehicle deemed necessary to fulfill the responsibility of broad-based communication throughout the College community regarding Project Redesign has been the establishment of a Communication Committee (V.4.a). The Communication Committee has had the general responsibility of developing two-way communication within the College community regarding Project Redesign. The committee has sought to ensure that members of the College community have the opportunity to respond and help shape Project Redesign, and be kept informed of progress on redesign activities.

With the transition between two District Public Information Officers, the Communication Committee's activities have experienced an ebb; however, it is expected that this committee will continue to develop and carry out a sustained level of activity to assure an understanding of, and feedback to, Project Redesign developments.

Coordination of Project Redesign Implementation. The implementation and coordination of Project Redesign have involved a much greater level of activity and complexity than originally envisioned. Naively in developing Project Redesign, the bulk of the effort was expected to be in identifying the processes to be redesigned and to have the redesign teams develop new processes that would be more effective in providing enhanced service and doing so in a more cost-effective manner. Implementation was seen as being within the capabilities of existing structures.

Because processes frequently cross organizational structures and because of the scope and complexity of information technology enhancements that are integral to most redesign processes, implementation has proven to be very challenging.

It has been necessary to expand the staff available to the Information Resources Division in order to be able to proceed with follow-through on implementing the redesign processes. An administrative management position has been formed. The position is expected to last a minimum of two years and the person in that position will have overall responsibility for coordinating the implementation of all redesign processes. The person will work under the direction of the Associate Vice President for Information Resources, with the support of the Technical Committee, in a team-based approach with the process owners and their respective staffs.

Project Redesign Implementation Decision-Making. Again, the administrative structure of the Technical Team has been the unit working within the overall plan developed by the College Planning Council to make operational decisions to support both phases of redesign: redesigning key college processes and implementing the redesigned processes. This system has worked reasonably well. Much more work needs to be accomplished in terms of identifying outcomes from Project Redesign, communicating with clarity the resources that have been used to achieve those results, and the expected fiscal and service benefits to be obtained.

Project Redesign Effect on Campus Climate. As with any major undertaking of this type, there is a significant range in the response to Project Redesign; i.e., from enthusiasm to skepticism. However, overall surveys indicate both an understanding of what is occurring and a general support for the effort.

Within specific groups and individuals, particularly for the majority of those involved in the redesign teams, the projects have been invigorating in regard to applying creative problem-solving to core issues and strengthening of the belief that the College has the capacity to exert some control over its future. Because we are still in the early stages of Project Redesign, its effect is emerging rather than definitive. Because of the project's high visibility, hopes for achieving important ends and resources invested, the project presents the potential for a high-risk/high-gain impact upon the campus climate. Specifically, if there are successes, the gain in regard to an improved campus climate is seen as being very positive. If progress is not substantial, that is seen as having the capability of negatively affecting the College climate.

The above represents a review of how Project Redesign has affected the College as viewed through the standards of governance and administration. In summary, the project has affirmed the strengths in the governance processes, demonstrated the need for new administrative support mechanisms, resulted in the view that significant administrative change may well be necessary in the future, that governance structures may need to be redefined, and that the effect on the campus climate by this undertaking has the potential to be highly positive or quite negative, depending on the project's success or lack thereof.

What follows is a brief overview of Project Redesign and the specific governance areas:

Governing Board. The support of the governing Board in determining the ultimate success of Project Redesign will need to be significant. Thus far, consistent efforts have been made to ensure the Board is well informed regarding the activities and outcomes of Project Redesign. In the future, it is expected that the Board will be presented with significant policy issues, particularly related to decentralizing authority and responsibility, changes in many areas of college personnel practices, and college organizational and governance changes. Thus, it is anticipated that the impact of Project Redesign upon the Board will be much greater in the future than it has been to this point.

The Board's primary responsibility is to enhance the College's ongoing capacity to carry out its mission. Thus, the items for change that come before the Board from Project Redesign activities will be evaluated by the criterion of how they enhance the capacity of the College to better serve the community.

Chief Executive Officer. The Chief Executive Officer has been intimately involved with all phases of Project Redesign. It is expected that as implementation occurs, the CEO will be confronted with numerous "territorial" based decisions and that fundamental issues regarding organizational structures, etc., will need to be addressed. In addition, resource allocation issues will require considerable thought.

Project Redesign is thus expected to continue to exert heavy time and competency demands upon the CEO.

Administrative Services. As Project Redesign has progressed, the significant role and responsibilities of the College's administrative staff have become clearer. There is a particular need for much greater active involvement and ownership for Project Redesign issues regarding fiscal analysis and specific and College-wide leadership responsibilities by the vice presidents. Middle managers have been most clearly impacted in regard to "process owner" responsibilities. These will intensify over the next few years, as will operational issues that flow from the significant changes expected to occur.

College Faculty. Academic Senate faculty representatives on the College Planning Council were involved in initial efforts to identify specific instructional processes which could be redesigned. Subsequently, a faculty steering committee, working with the Vice President of Academic Affairs and the CPC, specified 15 core instructional processes which lent themselves to redesign projects. The CPC, building on steering committee work, then developed guidelines for Academic Affairs redesign projects.

Several faculty members participated, along with College administrators and Student Services staff, in the pilot project, "Independent Access to Student Information." Those faculty involved in the pilot project were instrumental in the continued awareness of Project Redesign and the development of future redesign projects. To date three such projects have been completed in Academic Affairs: "Assessment/Objective Testing", "Marine Diving Technology/Curriculum Modularization" and "Delivery of Learning Support Services." Academic Senate members and campus administrators have selected three additional instructional redesign projects to be initiated in the Summer of 1996 and Winter of 1997. An FIPSE grant application has been submitted which, if funded, would support future instructional redesign projects.

Working with faculty and staff from different campus areas and disciplines, examining basic assumptions and methodologies and learning about new ways of approaching the core issues and goals of teaching and learning are among the major benefits of faculty involvement in the redesign process. It is expected that modifications to the project methodology will occur to accommodate teaching schedules and other faculty responsibilities. Some faculty were skeptical about taking on such a major effort with uncertain benefits to students or faculty. However, those who have been involved feel positive about the experience and the outcomes. As more projects are undertaken it is expected

that additional faculty will participate and generate enhanced support for redesign efforts on campus.

Support Staff. Changes emanating from Project Redesign may well have significant effects upon support staff. Certainly, the area of job descriptions should move from a specific and narrow mode to a broader classification of skill areas, greater work involvement through teams, and in data collection and evaluation. Such changes can be seen as representing either an exciting period or one of threat.

As Project Redesign moves toward implementation, the support staff will be dealing directly with the issues outlined and many others. Leadership within the work unit and involvement of staff in problem-solving will be expectations and requirements for success.

Students. The primary objective from Project Redesign is to provide better services to students and greater access for students to the educational process. The institution will seek to be much more effective in defining student needs and responding to those needs. A "customer orientation" with the student being the "customer" should exist to an even greater extent than at present.

It is expected that students will participate in the process and provide valuable responses to help guide what is achieved.

In summary, Project Redesign will present many challenges to the College that will be dealt with within the area of governance and administration. It is a time where outcomes are uncertain and demands many. Fortunately, Santa Barbara City College will respond to this from a position of governance and administrative strengths. There is optimism that these strengths will enable us to respond to the demands of Project Redesign in ways that expand upon and strengthen the governance and administrative responsibilities of the College.

C. Results of Redesign Teams and Activities in Meeting the Goals and Objectives of Redesign at Santa Barbara City College

Transforming College Practices to Effectively Meet Future Challenges

As discussion in the previous section illustrates, Project Redesign is having an effect on transforming College practices to meet the needs of the future. This is manifested through general changes affecting the College's mode of operating and specific college activities and redesign team outcomes which reap benefits at a more concrete level.

General transformations are both structural and attitudinal. Structural changes might be illustrated by the College's emergence toward a process-based, rather than function-based organization. A process orientation holds end-results as the continuous goal. Client/student satisfaction and success frame the College's ultimate "raison d'etre." All the functional steps along the way supply the means to the end; they are not ends in and of themselves. A process approach allows overlap between and among divisions and departments and encourages interdependent teamwork in meeting goals. A function-centered model often emphasizes separation, turf protection, and unrealistically independent or solitary operations. The College is beginning to assess how to move its structures toward a systems approach that operationalizes broad collaboration in all essential College processes.

Positive attitude shifts have been identified from this process-oriented structure among Santa Barbara City College administration, faculty and staff. For example, the Marine Diving Technology faculty see useful applications for curriculum modules used in the Associate Degree Nursing Program—previously a distant College relation. Instructors from every corner of the campus realize that their students have many common academic support needs. The intrigue of interdisciplinary instructional approaches generates accelerated faculty interest. Admissions staff who work with registration, assessment and placement testing, and faculty who assist students in coursework see more profound relationships between activities at the beginning and the end of the average student's travels through the educational process.

Staff members have contributed hours of effort to redesign teams and seen changes beginning to happen in their work environments that bode well for a more interesting and personally accountable professional life.

Redesign team activity has prompted numerous changes in meeting the needs of the future. The beginning transformations effected thus far provide promise for gains yet to be realized as redesign implementation proceeds. The SBCC self-study discussion bears repeating on the point that the majority of Project Redesign implementation is yet to come.

The following summary will exemplify the nature and degree of changes underway:

Marine Diving Technology. All 45 course modifications necessitated by the new module approach were approved by the Curriculum Advisory Committee. A marketing campaign was initiated in May for the redesigned program. The new program will improve the curriculum, better meet industry needs, enroll more students, and meet the other end-results set forth for the redesign team. Coordination with the Counseling Division has been undertaken so students will not be confused about new procedures. The MDT Department chair has received a $20,000 grant to continue implementation procedures.

Financial Aid. The new process recommendations center on the acquisition of document imaging that will enable the College to store student transcripts, applications, financial aid documents and a variety of other information in a three-phase project in the Student Services area, beginning with financial aid, and then moving to admissions, counseling and other student service areas. The Financial Aid Office will eventually reach the point of being virtually "paperless." Major improvements for students and staff are expected to occur.

Learning Support Services for Students. The plans outlined provide a much clearer picture of student support services, particularly the "close coupling" between such services and general classroom instruction. The number of students who receive and benefit from tutoring will increase. Training will be improved, modules prepared for self-paced assistance, and better coordination established between instructors and Learning Support Services staff. An information center to fully integrate and coordinate services has been proposed.

Student Fee Payment. Recommendations advanced by this team are expected to reduce walk-in fee payments by an estimated 42 percent. The recommendations for the new process include an automated refund process, one-stop registration and fee payment, and multiple payment options for students (e.g., credit card, mail-in check, FAX, pre-payment account). Recommendations are expected to increase convenience for students, reduce staff time, and save money. Various items for immediate implementation have already been put in place.

Purchasing of Routine Office Supplies. Phase 1 will be implemented on June 10, 1996. All routine office supplies will be available in the Campus Bookstore. The new procedures will reduce the number of purchase orders, increase turnaround times for specialized items, increase choices, and be more convenient.

Credit Program Registration. The recommendation from this redesign team focused on telephone registration to be provided by an interactive voice response system which students may use to add/drop courses, obtain grades, register for classes, and obtain appointment times to speak with a staff member. The process owner has been working with representatives from Information Resources to work out implementation costing. Estimated start-up costs, ongoing expenses, and possibilities for revenue generation (by way of modest fees for telephone registration) have emerged from the work accomplished so far.

Student Access to Information. The team has proposed SAIL—the Student Access to Information Link—which will coordinate with the document imaging system recommended by the Financial Aid team. Plans for improved student access to information

will allow students and staff access to general College information, as well as their own individual data from computers both on and off campus. This was the College's first redesign team and its members unquestionably operated with unique challenges as a result. The process owner and other implementation workers have contributed vast amounts of time and energy to project development and implementation.

Assessment/Objective Testing. Although moving well on the prototype stage, this instructional redesign team effort illustrates the multiple challenges within the academic area. Discovering instructor time and resources for implementation is difficult. The process developed must also meet the needs of hundreds of instructors from disparate disciplines. The follow-up on team recommendations has included exploratory trips to software developers and other colleges, preliminary feasibility study on the centralized testing center, and work on a prototype. The data collection during redesign team activity strongly indicated a distinct student desire for a testing facility of the sort imagined.

Computer Allocation, Acquisition and Installation. Changes recommended by this team will have enormous implications for the College in reorganizing the system and eliminating inherent disadvantages in the current process.

Reprographics. The redesign team recommendations include mechanisms for combining functions now conducted separately. Under the proposal, duplicating, publications and printing/ graphic arts would be combined with an attendant increase in efficiency.

As the foregoing discussion and summary indicates, Santa Barbara City College is making excellent progress in meeting the first major goal of Project Redesign.

2. Improving Quality of Instructional Programs and Support Services

When the College Planning Council and other campus groups developed the five goals for Project Redesign, some amount of overlap was acknowledged as a necessary factor. The self-study discussion provides evidence of this observation in that much of the foregoing information is applicable to the goal of improving quality in the College's instructional programs and support services. Such constructive redundancy will doubtless emerge in the elaboration of additional goals.

The College's venture into reengineering/redesign was characterized from the start by a powerful focus on direct betterment of student-centered programs and services. At the most fundamental level, the business of the College is student learning. Ancillary benefits to students will accrue with improvement to the purchasing, reprographics and computer allocation processes, but direct advantages must emerge from the classroom and learning support areas.

As mentioned, redesign teams working in the instructional or instruction-related areas of testing/assessment, learning support services, and delivery of instruction (Marine Diving Technology) are producing significant benefits for students. These benefits are expected to expand as implementation advances and applications are generalized to other departments and disciplines across the campus.

In addition, academic redesign projects slated for the immediate future in ESL, Foreign Language and large class/multiple section course delivery should result in important improvements.

It should also be emphasized that redesign projects in such areas as financial aid, student fee payment, credit registration, and access to student information offer tangible benefits to the weary student who has waited in too many lines and waded through too much red tape. Learners can be defeated by the brick wall of an impenetrable bureaucracy as easily as they can be beaten by a difficult academic course. SBCC's partnership in Project Redesign strives for inclusion of all essential processes, both instructional and non-instructional. Substantial benefits to students arise from this partnership.

Finally, the enlargement of instructional redesign projects may

multiply quite significantly in the near future. If SBCC is awarded the FIPSE grant (V.1.l) for which the College has submitted both preliminary and final proposals, an additional 12 instructional redesign projects will be funded during the next three years. Even if the College is unsuccessful in securing this additional funding, discussions are underway to explore modifications in the redesign process that would allow a less expensive approach to improvement and change in the instructional programs and services.

3. Enhancing Client-Focused Operations

Santa Barbara City College's Project Redesign initially embraced a client-centered focus that has become more pronounced over time. As the College has explored its own experience with teaching and learning-based challenges for instructors and students, an ever-expanding body of literature has paralleled and articulated our challenges. George Boggs' 1996 article in the *Community College Journal*, titled "The Learning Paradigm," is one of many essays arguing that the teaching-centered paradigm has outlived its usefulness. The popularly identified "sage on stage" model explains the community college mission in such terms as scheduling classes, providing competent instruction, and offering a physical environment conducive to effective classroom activity. Learning is generally viewed as an offshoot of teaching. The learning-centered model refocuses the mission on such goals as student accountability and success. The essential aim is not simply for instructors to teach, but for students to learn. The entire Project Redesign framework—from the development of redesign team end results to the vision statement to the criteria for implementation—centers on students. Certainly, the institutional changes outlined as resulting from the projects within financial aid, Marine Technology, assessment/objective testing, learning support services for students, and student access to information all enhance a student focus in College operations.

Moreover, College-wide initiatives both within and external to the formal redesign team processes are emphasizing learning as the key objective. After a period of some 2,000 years of reliance on the lecture method, the faculty is not only exploring, but applying principles of collaborative learning. Success in these applications offer heartening promise for the future. Similarly energizing are the fledgling programs in distance learning and Internet integration. The college student of the future may not be a physically present learner. The virtual learning community provided by emerging and foreseeable technological advancements will add further enhancement to SBCC's client-centered focus.

4. Enhancing Fiscal Conditions of the College

A major imperative at the outset of redesign activities at SBCC was the economic pressure imposed by a state-wide scarcity of resources. Although predictions for a somewhat flattened budget over the long term are likely to prove accurate, California's economic situation has recently enjoyed modest improvement and the allocation to community colleges for the coming year will be larger than budgets provided during recent years. Nevertheless, the need to reduce and realign current expenses and generate revenue remain important Project Redesign goals.

The College expects fiscal enhancement to arise from three sources—the redesign projects, external funding through grants, and "strategic partnerships" currently under exploration.

Many of the redesign projects are expected to show cost savings over time although initial investment will be necessary in some cases. College personnel are in agreement that a significant Project Redesign implementation phase will occur when the cost and savings realities are ultimately defined. Having no models to follow in the instructional redesign area and only minimally useful templates available for reengineering higher education processes in general, SBCC has forged its own way across often uncertain territory. Nevertheless, the College's budget planning anticipated considerable start-up expense for redesign

projects. An area of significant financial outlay is technology; Redesign projects in areas such as credit registration, reprographics, student access to information, and financial aid are anticipated to have significant investments in technology to implement. It should be noted, however, that long-term cost savings and revenue enhancement may prove to be underestimated. Revenue generation will depend on decision-making not yet undertaken in, for example, student fees for services. The target long-term date for cost effectiveness is three to five years from the date of project implementation.

The Credit Program Registration redesign project may provide a good illustration of realistic fiscal outcomes of the reengineering effort. The major cost for telephone registration will be the interactive voice recording system. Estimated start-up costs of $168,000 to $178,000 include hardware and software, user license upgrades, and the telephone system. Ongoing costs are expected to be in the range of $12,360 per year from 1997 onward. Cost savings are expected to emerge in the reduction of both full-time and hourly clerical staff. Revenue generation of $12,500-$25,000/year could come from small user fees ($1 to $2). Obviously, the interactive voice response system will be expensive, but the system, at least according to the current analysis, will provide a return on the investment over time and it will also fulfill a second major criterion of Project Redesign—significantly improving services to our clients.

A second source of resource generation is expected to come from state and federal grants. A $20,000 Fund for Instructional Improvement grant has been received for implementation of the Marine Diving Technology redesign recommendations and the College has applied for a three-year, FIPSE grant for instructional redesign projects totaling $225,000.

A third avenue for fiscal enhancement may be derived from the Strategic Partners proposal launched this Spring. With the assistance of a consultant, SBCC has developed and implemented, through a request for proposals, an ambitious Strategic Partners plan. The College "seeks to identify visionary private firms that would like to establish a long-term public-private partnership with Santa Barbara City College for the purpose of participating in the design, implementation and operation of the Connected Learning Community model" (*Santa Barbara City College: A Connected Learning Community, A New Model of the Community College in the 21st Century, Request for Information from Prospective Strategic Partners*, Spring 1996)(V.1.e). Promising contacts have been made and both general partnerships and specific or dedicated partnerships to focus on a particular program or division are being pursued.

The College will be far more efficient in developing cost analysis for the Project Redesign implementation phase in the future. A weakness in past redesign efforts in both developmental (redesign teamwork) and implementation phases has been the lack of an effective instrument and plan for assessing costs. With the hiring of an individual as the Director of Information Systems Development, the College has gained a firm footing on fiscal issues related to Project Redesign. The "Implementation Process and Plan" described in a subsequent segment of the self-study will detail SBCC's revised approach to implementation of redesign projects.

5. Using Technology Effectively

Project Redesign has developed an analytical framework for assessing the costs and benefits of technology initiatives in relation to changes in the way the College does its business. In the past, the institution had used a "bolt-on" model for technology—new technology was put in place to automate existing processes and operations. This resulted in increased one-time capital costs, and in ongoing operating costs for support and renewal. Project Redesign forces the institution to view technology as an enabler of change and restructuring of processes and operations to make them more effective and efficient.

The potential of the "technology revolution" is not achieved unless an organization is able to radically restructure and

streamline its organization and operation. SBCC's aim is to use technology to enable such change and the consequent improvements to occur. The disciplined reengineering methodology associated with Project Redesign promotes the transformational aspect of technology in several ways. During the redesign team process, technology capabilities are introduced to team members in relation to the basic principles of reengineering. This encourages the team members to view technology as an enabler of change in relation to the process being redesigned. As the process moves from the team report to implementation, an assessment is made of the one-time and ongoing costs for new technology needed for implementation. The project can only move forward if it is able to demonstrate the repayment of capital costs within a three- to five-year period, or if the benefits of improved service to the customer are deemed by the College to be of sufficient magnitude to offset implementation costs. Finally, Project Redesign forces the ongoing assessment of the effectiveness of technology solutions in the CQI phase of the project life cycle. Each process implementation will identify specific measures of effectiveness to be assessed on an ongoing basis.

Specific redesign projects related to technology also hold promise for the College's future use of technology more effectively. These projects (Student Access To Information; Computer Planning, Allocation, Acquisition and Renewal; access to College Administrative Information, and Computer Technology Training/Staff Development) will fundamentally restructure the planning and application of technology within the institution.

The effective use of technology is not only a major goal of Project Redesign, it is fundamental to the success of the project.

D. Projections for the Future

Implementation Process and Plan

During the past two years, the College has dealt with a number of challenges to the Project Redesign effort, some predicted and some not. Project implementation clearly illustrates the latter.

With the clarity of vision offered by hindsight, we can see now that undertaking 19 or 20 process redesign projects necessitated enormous time, energy, resources and coordination in the crucial phases of implementation and continuous quality improvement. (CQI will be addressed in a later section).

The decision to bring in a project implementation coordinator will likely prove to be one of the College's wiser actions. The coordinator has applied his talent to implementation issues for a mere two months and his results are gratifying for everyone immersed in Project Redesign. The College now has discussions and meetings underway to involve all redesign team process owners in a united effort to prioritize and implement team recommendations. Redesign teams now have a clear understanding of steps that will follow their new process recommendations and a greater understanding of the entire redesign project cycle. Implementation, as described below, is expected to impose effective direction, sequence and follow-through for redesigned processes.

Implementation involves the appropriate use of available resources to accomplish those project elements identified by the redesign teams in their reports. The two measures of success in implementation will be process improvements achieved with cost effectiveness and significant improvements in services to the College's clients/students.

A great deal of planning for delivering results will be required of College personnel. To this end, a number of activities will take place:

1. The recommendations of the project team reports are to be reviewed collectively by the various process owners and restructured into focused projects that reflect significant improvements and/or cost effectiveness.

2. These redefined projects will be prioritized based on available funding, available resources, time constraints, savings and a number of other factors, and combined into an overall implementation plan.

3. The systems development productivity of the Information Resources Division will be significantly improved and more directly focused on redesign projects.

4. Pilot or prototype systems will be implemented to test process improvements and project validity.

5. A cost model will be utilized to track project progress and measured success.

6. A high-level planning process will provide continual modifications to the College's operations, labor and funding plans to support project development and implementation.

7. A Human Resources plan will be developed to effectively streamline and transition the College labor force.

The Implementation process will take on a College-wide level of involvement and participation.

Assimilation of Project Redesign into the College Culture

Project Redesign is showing many signs of positive assimilation into the daily life and culture of the College. When the words "redesign" and "reengineering" first appeared in the campus lexicon two years ago, most members of the College community neither knew nor cared what they meant. Curiosity and suspicion emerged in approximately equal parts during the initial months—gradually replacing disinterest. The prospect of change for the better inspired the enthusiasm one would expect from a group of workers dedicated to the mission and goals of higher education, but it also provoked a considerable amount of understandable worry. "Redesign" to some suggested dire possibilities of technological ascendance to the detriment of human concerns, downsizing to decimate the workforce, and a variety of other potentially negative consequences.

Any review of the extensive literature on reengineering/redesign in both the private and public sectors will show that change is frightening and often unwelcome. Santa Barbara City College's

experience was no exception to the general rule. As a result of strong sensitivity to campus concerns, the College Planning Council adopted candid communicative interaction as a principal and sustained objective. Those involved in redesign have continuously strived for open communication, substantive information-sharing, and responsiveness to feedback. Redesign information has been discussed at faculty and classified staff in-services, distributed by way of essays and collaborative reports, and summarized in newsletters. The Communication Committee has conducted surveys, brown-bag lunches, and offered confidential feedback opportunities through e-mail, voice mail and suggestion boxes. The Project Redesign Vision Statement deliberately addresses the imperative for mutual support among College employees, in addition to the need for enhanced client services.

All of these Project Redesign elements have contributed to a good degree of optimism and assimilation. College faculty, staff and students who have participated on redesign teams now number more than a hundred. These participants have proven to be among the most effective spokespersons for redesign. Although employee numbers throughout the ranks of faculty, staff and administration have been reduced by attrition over the past few years, no employees have been laid off. The overall campus mood regarding redesign is good. In addition to the more "atmospheric" assimilation, the College structures and processes are showing definitive cultural absorption. The following examples should illustrate:

The Santa Barbara City College 1996-1999 College Plan, currently in the last stages of finalization, specifically incorporates redesign theory and practice. A goal drafted under the Leadership segment of the plan notes that the College will "redefine and expand new leadership roles and organizational structures which complement Project Redesign's movement from a function-based to a process-based model." All but one of the redesign teams that have completed the team phase of the cycle have implemented new process recommendations attainable without

major resource allocations.

The contagious nature of redesign fundamentals such as Hammer and Champy's "Stop doing dumb things" has begun to pervade the College. At the conclusion of Spring Semester, the Vice President of Academic Affairs eliminated a time-consuming and irritating faculty check-out form that has earned far more good will by its departure than it ever achieved in usefulness as a College form.

The number of instructors interested in pursuing redesign projects is accelerating at a rapid rate. The positive effects of instructional redesign are evident and noteworthy. The Marine Diving Technology Program, for example, has dramatically redefined itself to the benefit of students.

The Project Redesign ethos has led College personnel to reach beyond the physical boundaries of the College in new ways. The exploration of strategic partnerships offers a good example.

Faculty members have requested and received grant assistance to work on redesign projects. The implementation underway for the redesign projects has developed increased momentum and will probably result in yet more Project Redesign assimilation in the future.

In summary, Project Redesign is becoming a part of the warp and weave of our College fabric. There are times when enthusiasm wanes and the challenges seem to outnumber the opportunities, but we have come to expect this as the reality of sustaining an effort of this magnitude over time. There is much to be done and the College will undoubtedly face many more highs and lows before the cultural integration is complete, but progress is unquestionably evident.

Maintaining Continuous Quality Improvement

Continuous quality improvement or "CQI" might be appropriately termed the capstone rather than the cornerstone of Project Redesign. The redesign foundation was built without significant attention to CQI and this served the pragmatic interest of doing first things first. Getting redesign underway was the most im-

portant initial aim. This approach was hazardous, however, in that the College needed and, until recently, did not have, a solid understanding of the entire redesign project "life cycle." Redesigned processes that lack mechanisms for objective evaluation and continuous improvement are not likely to remain effectively transformed for long. The redesign consultant has assisted the College in putting this critical CQI piece into place. Additional benefits have come to personnel through the expertise and information-sharing provided by a faculty member expert in the applications of CQI.

The College has a commitment to applying CQI to all of the instructional and non-instructional processes redesigned. At present, we are in the midst of formulating the key elements of continuous quality improvement, and once they are established, the College will develop the necessary training programs to apply them. Leadership for the CQI effort will come from the Cabinet, working with our redesign consultant. Specific CQI projects planned, in addition to the processes redesigned, include non-credit schedule development, non-credit registration, custodial practices and Bookstore operations.

Anticipated Impact of Redesign Teams Yet to Begin Work

Redesign teams scheduled or anticipated from June 1996 until approximately January 1997 include delivery of instruction for ESL and foreign language classes, instructional delivery for large classes and multiple-section courses, increasing efficiency and effectiveness of English composition courses, computer training, academic assessment and advisement, and employment. The end-results of team activity are or will soon be framed and the necessary support structure developed.

The impact of these teams will likely be greater and more quickly realized than some of the previous teams because of improved redesign methodology, interconnections between all phases of the redesign cycle and training and implementation.

V. REDESIGN CASE STUDY

An area of future concentration is likely to be instructional re-design. Because of the uniqueness of instructional processes, reengineering applications have taken more effort and adaptability. Now that the College has developed greater facility in redesign for teaching and learning, it will be possible to undertake new projects with greater confidence.
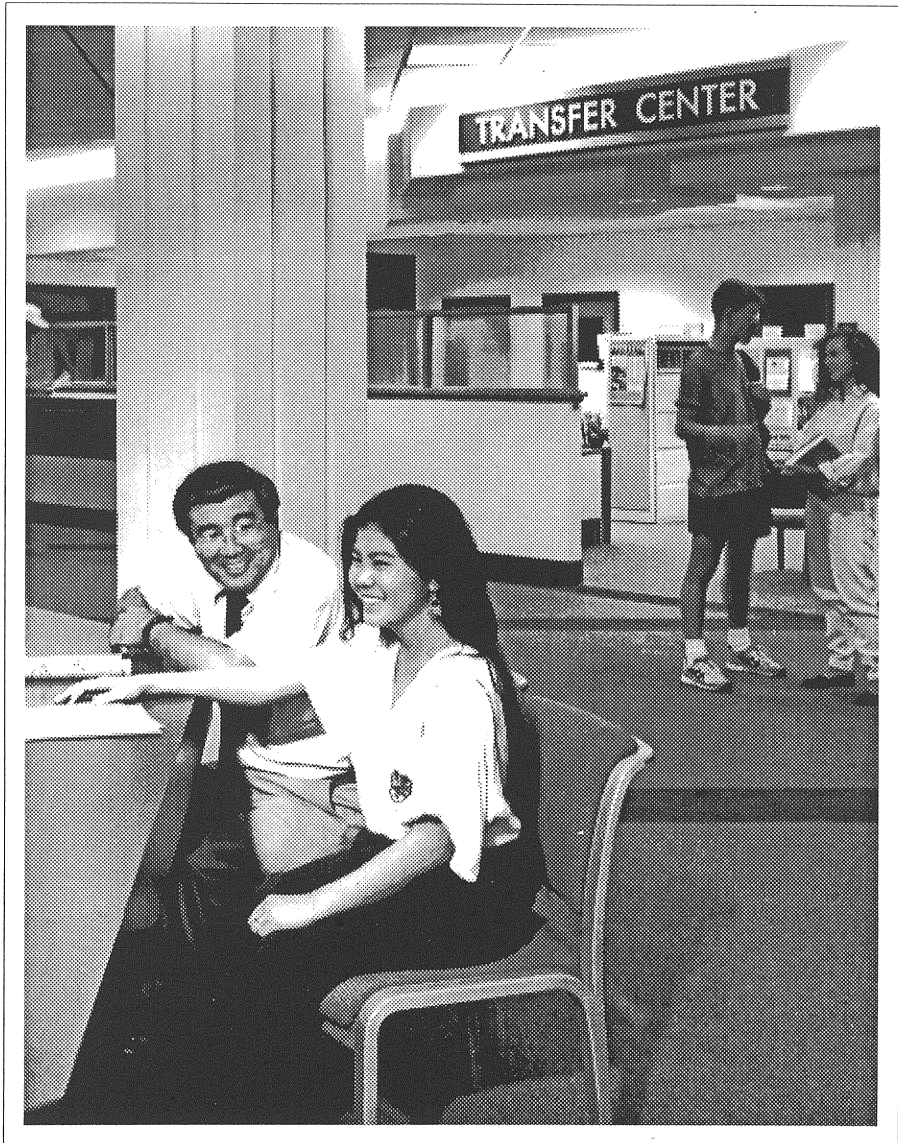
VI. Conclusions

A. Summary of Project Redesign and Accreditation
B. Opportunities and Challenges for the Future
C. Sharing SBCC Redesign Experience With Others

A. Summary of Project Redesign and Accreditation

As has been asserted elsewhere in the self-study report, Santa Barbara City College has enjoyed an excellent relationship with the Commission and hopes to continue the respect earned in the past with the contents of the current document. The incorporation of Project Redesign into an experimental self-study was initially daunting and subsequently challenging. Exploring Project Redesign through the prism of the eight standards of accreditation, in addition to meeting expectations for a traditional self-study, proved to be just as formidable a task as we suspected.

It was, however, even more rewarding than the College anticipated. The need to combine far-reaching and complicated Project Redesign elements spanning approximately two years and explain them in a comprehensible manner to the members of the Accreditation Visiting Team demanded a determined and fairly monumental focus the College would not otherwise have pursued. In attempting to explain our reengineering effort to others, we have better explained it to ourselves. The results of the self-study will have application for discussion and charting the future, long after the accreditation process has been completed. It has been rewarding to discover, at least to the satisfaction of many on campus involved with the self-study, that the experimental option was a highly useful one for Santa Barbara City College.

Significant benefits to the College in the current self-study are yet to be realized. The feedback provided by the visiting team during the October site visit will offer insights of great importance to the College with the objective perspective of knowledgeable colleagues who have not lived with Project Redesign for the past two years. Just as all redesign teams include members external to the process who are able to bring fresh perspectives to processes, the College welcomes the external perspective the visiting site team will offer to Project Redesign.

B. Opportunities and Challenges for the Future

Shakespeare referred to the future as the "undiscovered country." Santa Barbara City College faces a future yet to be discovered, but also one well-predicted on the basis of the past. Lessons learned over two years of intensive and diligent effort will serve us well. Future applications of Project Redesign will ideally bring greater resources and more efficient use of those resources, expanded effectiveness in serving our students, enhanced satisfaction among College faculty, staff and administrators, and a campus-wide perspective that embraces, rather than fights, constructive change.

In the opinion of those who work daily in bringing about positive effects from Project Redesign, higher education sits squarely at the crossroads of the future. Every informed commentator on the future of community college education agrees that the educational processes and procedures of the past will not serve the needs of future students. Santa Barbara City College takes pride in accepting this premise and acting on it. Project Redesign will doubtless offer many challenges as we approach the uncertainties of the new millennium, but its opportunities provide reassurance that we are on the correct course. Santa Barbara City College exemplifies the thought once expressed by Will Rogers: "Even if you're on the right track, you'll get run over if you just sit there." If ever there was a time in higher education for educators to resist the temptation to rest on their laurels, that time is now. Project Redesign has involved the risk that goes hand-in-hand with experimentation. We believe that our experiment is paying dividends that will increase over time.

C. Sharing the SBCC Redesign Experience with Others

The College has undertaken efforts to share its experience with others. A redesign workshop was conducted at the Community College League of California Conference in November and the

VI. CONCLUSIONS

responses from participants were excellent. Those attending were universally congratulatory and expressed appreciation for the highly useful information obtained. The success of this endeavor prompted the College to offer a day-long workshop on June 14 at the College. Reservations are still in progress but the participant numbers look very good. The College will also submit a proposal for another CCLC workshop in November of 1996. We are committed to sharing our experience with others who may benefit. Many of the Santa Barbara City College leaders in Project Redesign have expressed the opinion that the experience we have gained and the lessons learned will prove invaluable to other colleges interested in undertaking a similar project. We look forward to continuing this information-sharing.

Process owners from three Student Services redesign projects presented a two-hour workshop at the state-wide Student Services Technology Symposium. The Superintendent/President delivered a keynote address on the role of technology in reengineering college practices to the state-wide Chief Information Systems Officers Association.

Within our community, the Superintendent/President presented a major address to over 200 members of the College's Business and Industry Associates on the challenges facing higher education, and the institution's response to those challenges through Project Redesign. A similar presentation was made to the "Young Presidents Club" of local business and industry leaders.

VII. References

Section I – Introduction

I.1 1990 SBCC Accreditation Self-Study Report
I.2 1991 Accreditation Site Visiting Team Report
I.3 SBCC Response to Site Visiting Team Report
I.4 SBCC Accreditation Mid-Term Report
I.5 1990 Self-Study Plans Mapped to S.I.D. Areas
I.6 Correspondence between SBCC and ACCJC:
  a. March 13, 1995 Letter from Dr. MacDougall
     to Dr. Petersen
  b. June 20, 1995 Letter from Dr. Petersen to Dr. MacDougall
  c. August 23, 1995 Letter from Dr. MacDougall
     to Dr. Petersen
  c. September 25, 1995 Letter from Dr. MacDougall
     to Dr. Petersen
  d. May 17, 1996 Letter from Dr. MacDougall to Dr. Wolf

Section II – College Methodology for Completing The Self-Study

II.1 SBCC Instructions to Standard Chairs:
  a. Phase I - Memorandum of September 25, 1995
  b. Phase II - Memorandum of November 6, 1995
II.2 Timeline for Self-Study Development

Section III – Responses to Recommendations of Previous Visiting Team

III.1 SBCC Information Resources: Statement of Vision and
      Directions, 1995-2000
III.2 Policy Describing the Purposes of the Credit and
      Non-Credit ESL Programs
III.3 Report on the Transition Program from Non-Credit ESL
      Classes to the Credit Division
III.4 Description of the Business Outreach Services Committee
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III.7 Goals for Director of the LRC
III.8 Report on Supplemental Instructional Support Services
      Redesign Project
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III.10 Implementation Plan for Supplemental Instructional
      Support Services Redesign Project
III.11 Library Instructional Redesign Project
III.12 Samples of Agendas for LRC/FRC Meetings
III.13 Description of LRC/Tutorial Committee

Section IV – Verification that the Eight Standards Are Being Met

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IV.1A.1 Faculty Freedom of Expression Policy
     (Certificated Personnel Policy # 2520)
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     (Certificated Personnel Policy # 2440)
IV.1A.3 Affirmative Action Policy
IV.1A.4 Academic Honesty Policy
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IV.1A.8 Academic Handbook for Athletes
IV.1B.1 Statement of Institutional Directions
IV.1C.1 Accountability: Assessing Institutional Effectiveness
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IV.1C.3 Departmental Planning Documents
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IV.1C.5 Student Equity Plan
IV.1C.6 Matriculation Plan
IV.1C.7 Five-Year Facilities Construction Plan
IV.1C.8 Information Technology Plan

REFERENCES

IV.2F.8 Examples of Reports from UC and CSU Campuses on SBCC Transfer Rates and Performance

IV.2F.9 Study to Identify the Number of SBCC Students Who Transfer to Institutions Other than UC and CSU

IV.2F.10 UCSB Transfer Survey

IV.2F.11 List of SBCC Occupational Education Advisory Committees

IV.2F.12 Program Review Policies and Procedures

IV.2F.13 Survey of Graduates of SBCC Occupational Education Programs

IV.2F.14 Post-Education Employment Tracking Study

IV.2F.15 The Economic Value of the Associate Degree

IV.2F.16 Continuing Education Faculty Manual

IV.2F.17 Community Education Community Advisory Council

IV.2F.18 Policies on the Use of College Facilities by the Public

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IV.3A.2 Student Services Program Reviews:
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  b. Student Activities
  c. Security
  d. Admissions and Records
  e. Health/Wellness
  f. EOPS/Cal-SOAP
  g. Athletics
  h. Counseling
  i. Bookstore

IV.3A.3 Matriculation Site Visit Report - December 1995

IV.3A.4 Matriculation Site Visit Review

IV.3A.5 1994-95 Matriculation Plan

IV.3B.1 Policies on Student Fees

IV.3B.2 Application Jacket

IV.3B.3 Registration Information with Inserts

IV.3C.1 Student Planning Guide

IV.3C.2 Organization Chart for Student Affairs

IV.3C.3 Standards of Student Conduct

IV.3C.4 Student Grievance Procedures

IV.3C.5 Student Publications:
  a. "Channels" Newspaper
  b. "Roots" Newsletter

IV.3C.6 Student Rights and Responsibilities

IV.3C.7 Student Athlete Handbook

IV.3C.8 Financial Aid Statistics

IV.3C.9 Financial Aid Reviews by State/Federal Agencies

IV.3D.1 Student Services Brochures

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IV.4A.1 Ethnic and Gender Distribution of Employees:
  a. 1994-95 Affirmative Action Statistics
  b. Minority/Female % - Longitudinal (Population)
  c. Minority Faculty Applicant Flow - Longitudinal (New Hires)
  d. Hourly Faculty Minority/Female Distribution by Department
  e. Minority/Female Distribution by Department
  f. Credit and Non-Credit Faculty (Population)

IV.4A.2 Faculty List With Degrees - General Catalog

IV.4A.3 Selection of Faculty and Staff:
  a. Selection Committee Guide: Academic Vacancies
  b. Selection Committee Guide: Classified Vacancies
  c. Employee Turnover/Staffing Data

IV.4A.4 Affirmative Action Policies:
  a. Affirmative Action Program Plan
  b. Affirmative Action Report to BOT, 1994-95

IV.4B.1 General Catalog

IV.4C.1 Policies and Procedures for Evaluation:
  a. Faculty
  b. Staff
  c. Management

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IV.7A.1 1991-92 – 1995-96 Adopted Budgets
IV.7A.2 CCFS 311s, 1991-92 – 1994-95
IV.7A.3 Bonded Indebtedness
IV.7A.4 Cash Flow Projection/Analysis
IV.7A.5 Foundation Fundraising
IV.7B.1 Program-Based Funding Information
IV.7B.2 Financial Longitudinal Study, 1987-91, 1991-96
IV.7B.3 Budget Development Principles
IV.7C.1 Budget Development Calendar
IV.7C.2 District Fiscal Audits, 1991-92 – 1994-95:
   a. General Fund
   b. Cafeteria Fund
   c. Bookstore Fund
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IV.7C.3 Foundation for SBCC Fiscal Audits, 1992-93 – 1994-95
IV.7C.4 Joint Powers Agreement Audits

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IV.8A.1 Board Minutes
IV.8A.2 Board Committee Minutes
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IV.8A.3 District Policy Manual
IV.8A.4 Board Statement of Ethical Conduct
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IV.8B.2 Specific Memos Available upon Request
IV.8C.1 Administrative Regulations
IV.8D.1 Board Policy on the Faculty and College Governance
IV.8D.2 Constitution and Bylaws of the Academic Senate
IV.8D.3 Faculty Handbook
IV.8E.1 Board Policy on the Role of the Classified Staff
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IV.8F.2 Associated Student Body Constitution
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Section V – Project Redesign: An Institutional Case Study

V.1 Project Management Materials:
   a. Blueprint
   b. Master Plan
   c. CPC Minutes for Steering Committee Activities
   d. Technical Team Notes
   e. RFI for Strategic Partners
   f. Implementation Framework
   g. Evaluation Framework
   h. Project Budget
   i. Project Management Organization Chart
   j. Project LifeCycle
   k. Paper on Instructional Redesign
   l. FIPSE Grant Applications
V.2 Project Redesign Team Materials:
   a. Team Charge and Constraints
   b. Support Materials
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   f. Team Report Template
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   b. Financial Aid
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   d. Marine Diving Technology
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g. Student Fee Payment
h. Purchasing
i. Computer Renewal, Allocations and Acquisition
j. Credit Schedule Development
k. Delivery of Learning Support Services
l. Payment of Claims
m. English as a Second Language
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V.4. Communications Committee:
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V.5. Training Materials:
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b. Team Leader / Process Owner
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V.6. Presentations:
a. Community College League of California
b. Student Services Symposium
c. Chief Information Systems Officers Association
d. June 14th Workshop
e. In-service Materials
f. Business and Industry Associates
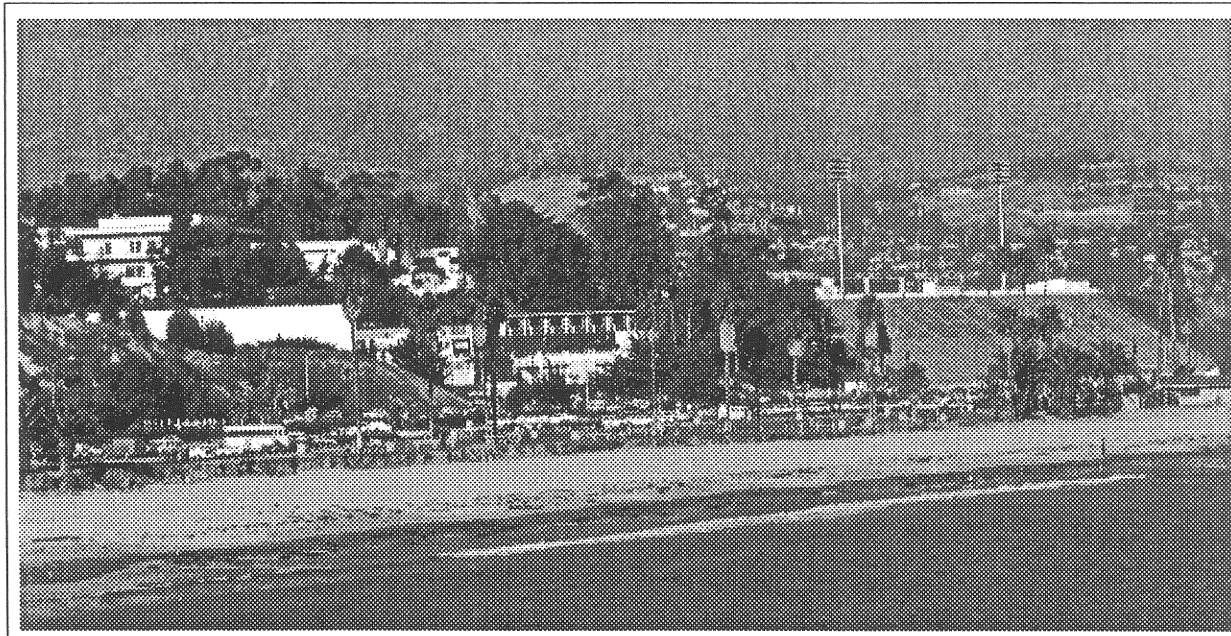
Rob Reilly/Design
Bill Horton/Type
Kurt Rhody/Photos