SANTA BARBARA CITY COLLEGE

FIELD
GUIDE
ACCREDITATION
2015

The Accreditation Steering Committee appears on the cover.
Pictured from left to right are: Dr. Ben Partee, Lyndsay Maas,
Dr. Paul Bishop, Dr. Priscilla Butler, Robert Else, Elizabeth Bowman,
Dr. Kimberly Monda, Julie Hendricks, Patricia English,
Dr. Lori Gaskin, and Dr. Jack Friedlander. Unavailable at time of
photo: Kenley Neufeld, Dr. Dean Nevins, and James Zavas.

PRESIDENT'S MESSAGE

First, welcome to Fall Semester 2015! This is one of the busiest times of the year at SBCC and is made more so with our upcoming visit by the Accrediting Commission for Community and Junior Colleges (ACCJC) site team from September 28 to October 1. During their visit, the ACCJC team will evaluate the degree to which we meet the accreditation standards as documented in our self evaluation. This 442-page document represents a comprehensive and dedicated effort on the part of many and captures the work we engage in every day to ensure the highest standard of education for our students.

We have compiled this Field Guide to acquaint you with members of the visiting accreditation team, all of whom are colleagues from other institutions; to provide an outline of the accreditation process and the standards; and most importantly, to share the Actionable Improvement Plans (AIPs) contained in the self evaluation. The AIPs are a most critical component of this process as these delineate institutionally-identified areas needing attention and focus.

Your participation and support in this important process are significant and deeply appreciated.

Warmly,

Lori Gaskin

Lori Gaskin, Ph.D.
President

OUR MISSION

As a public community college dedicated to the success of each student... Santa Barbara City College provides students a diverse learning environment that inspires curiosity and discovery, promotes global responsibility, and fosters opportunity for all.

ACCREDITATION TEAM VISIT

FALL 2013 THROUGH SUMMER 2015:
INSTITUTIONAL SELF EVALUATION PRODUCED

Monday, September 28, 2015 through Thursday, October 1, 2015
Accreditation Evaluation Team Visit

Tuesday, September 29
Open Forum for SBCC faculty and staff with Visiting Evaluation Team

Wednesday, September 30
Open Forum for SBCC faculty and staff with Visiting Evaluation Team

Thursday, October 1, 2015
Exit Report for SBCC faculty and staff in the Garvin Theater

January 2016: ACCJC determination of accreditation status

VISITING EVALUATION TEAM

CHAIR
Dr. Joan Smith
Chancellor
Yosemite Community
College District

ASSISTANT
Ms. Gina Leguria
Vice Chancellor,
Human Resources
Yosemite Community
College District

ASSISTANT
Ms. Coni M. Chavez
Interim District Director
of Public Affairs
Yosemite Community
College District

VISITING TEAM MEMBERS

Mr. Bruce Baron
Chancellor
San Bernardino Community
College District

Mr. Thomas Burke
Chief Financial Officer
Kern Community
College District

Ms. Sherrean Carr
Dean, Career
Technical Education
Gavilan College

Dr. Stephen Johnson
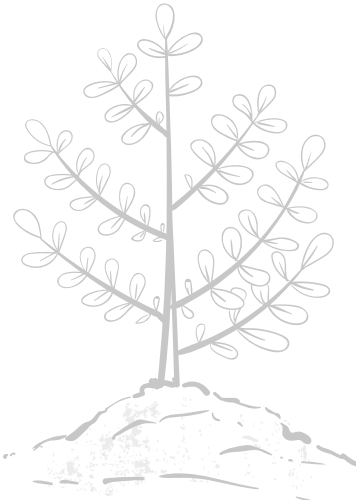Vice President
Student Services
Cerritos College

Dr. Sean Hancock
Vice President of Instruction
and Student Services
Palo Verde College

Dr. Scott Haskell
Professor
Yuba College

Dr. Paul Murphy
Dean, Academic Affairs
Allan Hancock College

Ms. Mary Ann Sanidad
ESL Instructor
Gavilan College

Dr. Gary Williams
Professor of Psychology
Crafton Hills College

ACCREDITATION BASICS

In a nutshell, accreditation is the process of internal and external review to assure quality in educational programs, teaching, and student learning.

Santa Barbara City College is accredited by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges (ACCJC). The ACCJC is one of seven regional accrediting commissions in the United States and is authorized to operate by the U.S. Department of Education through the Higher Education Opportunity Act of 2008. The accreditation process is cyclical, and SBCC seeks reaffirmation of accreditation from the ACCJC every six years (every seven years beginning Spring 2016). More information about the ACCJC, including the accreditation standards and other publications, can be found at www.accjc.org.

Accreditation is a voluntary system of self-regulation developed to evaluate overall educational quality and institutional effectiveness. The ACCJC accreditation process provides assurance to the public that the accredited member colleges meet acceptable levels of quality, that the education earned at the institutions is of value to the student who earned it, and that employers, trade or profession-related licensing agencies, and other colleges and universities can accept a student's credential as legitimate.

FOUR MAIN ACCREDITATION ACTIVITIES

1. Internal Evaluation: Over the last 2 years, a team made up of a broad cross-section of constituents produced an *Institutional Self Evaluation* that describes the College and demonstrates that we comply with the eligibility requirements, accreditation standards, and commission policies. The report includes a set of Actionable Improvement Plans that identify areas on which we wish to focus during the next accreditation cycle. The report was printed and mailed to the ACCJC in late July. It is available in hardcopy from the Office of Institutional Assessment, Research, and Planning in A-117, and also on our website at www.sbcc.edu/accreditation.

2. External Evaluation: In late September 2015, we will host a 4-day visit from an Evaluation Team made up of 12 professional peers chosen by the ACCJC. The Evaluation Team reviews our *Institutional Self Evaluation*, and through meetings, interviews, and evaluation of the evidence we provided, develops a report to SBCC and a team recommendation to the ACCJC regarding the extent to which the College meets the ACCJC accreditation standards.

3. Commission Evaluation: The ACCJC evaluates the team's recommendation and makes a final determination of our accreditation status, along with any commendations and/or recommendations identified by the team. We expect this determination sometime in January 2016.

4. Self-Improvement: As part of an ongoing cycle of continuous quality improvement, we work to complete the self-identified Actionable Improvement Plans and the resolution of any ACCJC recommendations.

Overall, the most important outcomes of this self evaluation process are what SBCC learns about itself and the steps we take to improve teaching and learning.

ACCREDITATION STATUS OUTCOME

SBCC's official accreditation status is determined by the ACCJC and can be one of the following:

FULLY ACCREDITED – REAFFIRMED	This is the desired and expected outcome. SBCC meets all the accreditation Standards. ACCJC may make recommendations for improvement based on the Evaluation Team's assessment.
FULLY ACCREDITED – WARNING	The College does not meet one or more of the Standards and is given a specific timeframe to demonstrate plans and affirmative steps to resolve the deficiencies. The College remains fully accredited.
FULLY ACCREDITED – PROBATION	The College does not meet one or more of the Standards or has not responded to a previous Warning condition, and the ACCJC has serious concerns regarding the level and scope of the issues. The College remains fully accredited.
FULLY ACCREDITED – SHOW CAUSE	The College is in substantial noncompliance with the Standards and is required to demonstrate why its accreditation should not be withdrawn at the end of a stated period. The College remains fully accredited.
ACCREDITATION TERMINATED	The College's accreditation is withdrawn and to regain its accreditation, the institution must complete the entire process again beginning with Eligibility Review and Candidacy.

ACCREDITATION STANDARDS

There are four standards that work together to define and promote academic excellence and student success. Each standard is further subdivided into various levels depending on its length and complexity. The top two levels within each standard are shown here:

Standard I: Institutional Mission and Effectiveness

Standard IA: Mission

Standard IB: Institutional Effectiveness

Standard II: Student Learning Programs and Services

Standard IIA: Instructional Programs

Standard IIB: Student Support Services

Standard IIC: Library and Learning Support Services

Standard III: Resources

Standard IIIA: Human Resources

Standard IIIB: Physical Resources

Standard IIIC: Technology Resources

Standard IIID: Financial Resources

Standard IV: Leadership and Governance

Standard IVA: Decision-Making Roles and Processes

Standard IVB: Board and Administrative Organization

ACTIONABLE IMPROVEMENT PLANS

Actionable Improvement Plans (AIPs) are goals that the College has identified to work on in the coming years, and each AIP corresponds to one of the standards established by the ACCJC. These are the eleven areas of improvement that the College identified in the Institutional Self Evaluation.

No.	
1	**ACTIONABLE IMPROVEMENT PLAN:** Integrate an explicit review cycle for the mission statement into the Educational Master Plan. This review cycle should be based upon the work highlighted in Framing our Future: Mission Statement Review Process, 2012-2013. **ACCREDITATION STANDARD:** Standard IA.3 — Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.
2	**ACTIONABLE IMPROVEMENT PLAN:** The College will complete the development and implementation of a plan to increase the value faculty, student support staff, and students assign to the use of SLOs in helping students achieve the Course, Program and Institutional Student Learning Outcomes. This plan will be completed by the end of the 2015-16 academic year and evaluated in the spring 2018 semester. **ACCREDITATION STANDARD:** Standard IIA.1.c — The institution identifies student-learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.
3	**ACTIONABLE IMPROVEMENT PLAN:** Based on suggestions from the Program Evaluation Committee during its spring 2015 analysis of program reviews, develop a plan to provide professional development for faculty to use their program review student data more effectively. **ACCREDITATION STANDARD:** Standard IIA.2.e — The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.
4	**ACTIONABLE IMPROVEMENT PLAN:** The College will address the current requirement that all new-to-college students are directed to come to the main campus to complete English and math assessment exams for placement by implementing an online assessment and placement tool to ensure equitable access for all new-to-college students so they are able to complete all mandated matriculation services asynchronously. **ACCREDITATION STANDARD:** Standard IIB.3.a — The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

5

ACTIONABLE IMPROVEMENT PLAN: The institution recognizes the requirement to accord equivalent access to instructional support services to distance education students as their counterparts who enroll in classroom-based instruction. The institution promotes efforts to develop and implement synchronous tutorial support for distance education students.
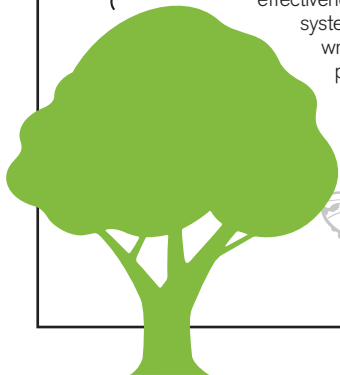
ACCREDITATION STANDARD: Standard IIC.1.c — The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

6

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

ACCREDITATION STANDARD: Standard IIIA.1.a — Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in the selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

7

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

ACCREDITATION STANDARD: Standard IIIA.1.b — The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

8

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

ACCREDITATION STANDARD: IIIB.1.a — The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

9

ACTIONABLE IMPROVEMENT PLAN: Institutionalize strategic measures to improve parking, transit, and circulation.

ACCREDITATION STANDARD: Same as above

10

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

ACCREDITATION STANDARD: IIIB.2.a — Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

11

ACTIONABLE IMPROVEMENT PLAN: Strengthen the structure and role of the Classified Consultation Group in institutional governance and promote and support broad participation by classified staff in the body.

ACCREDITATION STANDARD: Standard IV.A.2.a. — Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

ACCREDITATION COMMITTEE MEMBERS

The accreditation process is a detailed and lengthy one and calls on expertise from every corner of our college. Numerous people contributed to the Institutional Self Evaluation in ways both big and small. Within each standard, a team of faculty, staff, and administrators, and in the case of standards II and IV, students, worked together in order to develop each response and establish the Actionable Improvement Plans at the core of this document. The report would not have been possible without their dedicated contributions throughout the last two years.

STANDARD I

CHAIRS OF SUB-STANDARD:
Robert Else, ALO
Dr. Dean Nevins, Faculty

TEAM MEMBERS:
Dr. Kelly Lake, Faculty
Mark Ferrer, Faculty
Melanie Rogers, Staff
Allison Chapin, Staff
Marilynn Spaventa, Dean
Alan Price, Dean

STANDARD IIA

CHAIRS OF SUB-STANDARD:
Dr. Jack Friedlander, Manager
Dr. Kimberly Monda, Faculty

TEAM MEMBERS:
Dr. Carrie Hutchinson, Faculty
Eric Wise, Faculty
Shelby Harrington, Staff
Becky Saffold, Staff
Carola Smith, Manager
Dr. Alice Perez, Dean

STANDARD IIB

CHAIR OF SUB-STANDARD:
Dr. Ben Partee, Dean

TEAM MEMBERS:
Angela Warren, Faculty
Dr. Melissa Menendez, Faculty
Darren Phillips, Staff
Erik Erhardt, Staff
Allison Canning, Manager
Shelly Dixon, Manager
Colette Brown, Student

STANDARD IIC

CHAIR OF SUB-STANDARD:
Elizabeth Bowman, Faculty

TEAM MEMBERS:
Dr. Jerry Pike, Faculty
Dr. Stanley Bursten, Faculty
Donna Waggoner, Staff
Rosemary Santillan, Staff
David Wong, Manager

STANDARD IIIA

CHAIR OF SUB-STANDARD:
Patricia English, Manager

TEAM MEMBERS:
Anne Redding, Faculty
Ignacio Ponce, Faculty
Mary Arnoult, Staff
Sharon Remacle, Staff
Karen Sophiea, Manager
Marsha Wright, Manager

STANDARD IIIB

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Julie Hendricks, Manager

TEAM MEMBERS:
Dr. Adam Green, Faculty
Dr. Mike Gonella, Faculty
Adrienne Betty, Staff
Amy Collins, Staff
Mark Broomfield, Manager
Josh Murray, Manager

STANDARD IIIC
CHAIR OF SUB-STANDARD:
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Mohammed El-Soussi, Faculty
Stephen DaVega, Faculty
Nancy Tolivar, Staff
Martha Seagoe, Staff
Brad Hardison, Manager
Jason Walker, Manager

STANDARD IIID
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Lyndsay Maas, Manager
James Zavas, Manager
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Esther Frankel, Faculty
Steve Reed, Staff
Lisa Saunders, Staff
Jim Clark, Manager
Rob Morales, Manager

STANDARD IV
CHAIRS OF SUB-STANDARD:
Dr. Lori Gaskin, President
Kenley Neufeld, Dean
TEAM MEMBERS:
Dr. Barry Tanowitz, Faculty
Geoff Thielst, Faculty
Liz Auchincloss, CSEA
Scott Kennedy, Staff
Daniel Watkins, Manager
Michael Medel, Manager
Gracie Maynetto, Student

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