

Follow-Up Report

submitted by

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

to the

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

March 9, 2017

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Table Of Contents

REPORT CERTIFICATION PAGE	5
INTRODUCTION	7
REPORT PREPARATION	9
RESPONSE TO RECOMMENDATION 1	11
RESPONSE TO RECOMMENDATION 2	14
RESPONSE TO RECOMMENDATION 3	16
RESPONSE TO RECOMMENDATION 4	18
RESPONSE TO RECOMMENDATION 5	20
APPENDIX: LISTING OF EVIDENCE	1

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Report Certification Page

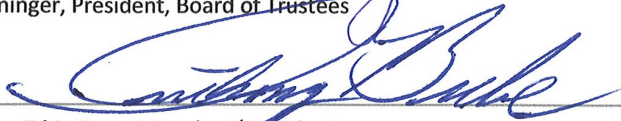
To: Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

From: Anthony Beebe, Ed.D.
Superintendent/President, Santa Barbara City College

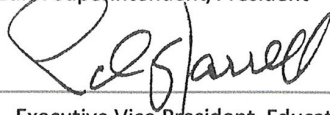
This report is submitted to the Accrediting Commission for Community and Junior Colleges (ACCJC) in fulfillment of the requirement for a Follow-Up Report described in the February 5, 2016 ACCJC communication to the College reaffirming accreditation for eighteen months. We, the undersigned, certify that the Follow-Up Report was prepared in an inclusive and broad-based manner, and affirm that this document accurately reflects the nature and substance of the institution.



Marsha S. Croninger, President, Board of Trustees



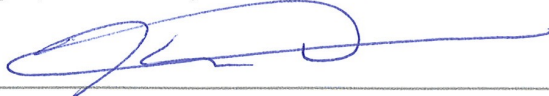
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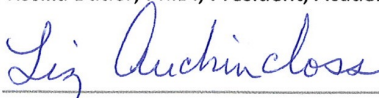
Kenley Neufeld, Dean, Educational Programs



Melissa Moreno, Dean, Educational Programs; Chair, Advancing Leadership Committee



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Introduction

In fall 2015, as part of Santa Barbara City College's regular cycle of accreditation, the evaluation team chosen by the Accrediting Commission for Colleges and Junior Colleges (ACCJC) visited the College. The evaluation team reviewed the College's Institutional Self Evaluation Report,¹ conducted on-site interviews, examined additional documentation, and subsequently prepared an External Evaluation Report² for review by the ACCJC.

The External Evaluation Report made 11 Commendations and 5 Recommendations. Three of the Recommendations were in order to meet specific Standards, and the remaining two were in order to improve institutional effectiveness.

At its regular meeting In January 2016, the ACCJC reviewed the team's External Evaluation Report and the College's Institutional Self Evaluation Report, and acted to reaffirm accreditation for eighteen months, and to require this Follow-Up Report due by March 15, 2017. The ACCJC notified the College of this action on February 5, 2016,³ also noting that reaffirmation of accreditation for eighteen months indicates that the College is in substantial compliance with the ACCJC accreditation standards.

Recommendations 2, 3, and 4 to Resolve Compliance with ACCJC Standards

In its External Evaluation Report to the Commission following its visit to the College on September 28 to October 1, 2015, the evaluation team provided recommendations that provide guidance for how the College may resolve the above compliance findings:

Recommendation 2: In order to meet the Standards and ensure the quality of its distance education courses, the team recommends that the College systematically (consistently) evaluate the effectiveness of its distance education offerings by comparing student achievement data with that of face to face courses. (Standard I.B.3, II.A.2.e, and II.A.2.f)

Recommendation 3: In order to meet the Standards and increase effectiveness, the team recommends that the College update its Distance Education plan to ensure that departments align Distance Education programs with resource allocation and program review processes. (Standards I.B.3, II.A.I.b, II.B.1, II.B.3, II.B.3.a, II.B.3.c, II.C.1, II.C.I.b, II.C.I.c)

¹ [Santa Barbara City College Fall 2015 Institutional Self Evaluation Report](#)

² [External Evaluation Report from the Fall 2015 Accreditation Team Visit](#)

³ [February 5, 2016 letter from ACCJC](#)

Recommendation 4: In order to meet the Standard, the team recommends the College complete personnel evaluations in a timely manner. (Standard III.A.1.b)

Recommendations 1 and 5 for Improvement

The External Evaluation Report also made Recommendation 1 for improving institutional effectiveness, and Recommendation 5 for addressing aging facilities. These recommendations do not identify current areas of deficiency in any Accreditation Standards or institutional practice, but highlight areas in which college attention is needed.

Recommendation 1: In order to increase institutional effectiveness, the College should develop a formal cycle of evaluation of its new planning process. (Standard I.B.6).

Recommendation 5: In order to ensure the College's aging facilities continue to meet and support the student learning programs and services, the team recommends the College pursue all possible resources to modernize or replace the significantly aging facilities. (Standard III.B)

Summary

This Follow-Up Report demonstrates that the College has taken action to resolve the above compliance findings, as well as acted on the recommendations for improving institutional effectiveness.

Report Preparation

This Follow-Up Report was prepared by the **Accreditation Follow-Up Report Workgroup** consisting of the these representatives:

- Dr. Anthony Beebe, Superintendent/President
- Dr. Paul Jarrell, Vice President, Educational Programs; Accreditation Liaison Officer
- Patricia English, Vice President, Human Resources
- Kenley Neufeld, Dean of Educational Programs
- Robert F. Else, Sr. Director, Institutional Assessment, Research, and Planning

The timeline for the preparation of the report is shown below.

March 2017 Accreditation Follow-up Report Timeline

DATE	DESCRIPTION
September 28 through October 1, 2015	External Evaluation Team Visit
January 8, 2016	External Evaluation Team Report, citing 11 Commendations and 5 Recommendations (3 Recommendations to meet specific accreditation standards, and 2 Recommendations to improve institutional effectiveness).
February 5, 2016	ACCJC notification of Reaffirmation of Accreditation for 18 months with a Follow-up Report due March 15, 2017.
February 2016 onward	Actions taken in response to the 5 Recommendations
May 3, 2016	Accreditation Follow-Up Report Action Plan and Timeline reviewed and approved by the College Planning Council
May 18, 2016	Accreditation Follow-up Report Workgroup formation, first meeting, establish meeting schedule.
August 15, 2016	Rough Draft 1 to Superintendent/President
August 22, 2016	Fall 2016 term begins
December 13, 2016	Rough Draft 2 to EVP Paul Jarrell, Kenley Neufeld - planning session
December 10, 2016	Fall 2016 term ends
January 17, 2017	Spring 2017 term begins

January 25, 2017	Academic Senate Information Item
February 7, 2017	College Planning Council 1st Reading
February 8, 2017	Classified Consultation Group Information Item
February 9, 2017	Board of Trustees 1st Reading
February 21, 2017	College Planning Council 2nd Reading and Approval
February 23, 2017	Board of Trustees 2nd Reading and Approval
February 24 - March 10, 2017	Final preparation, linking evidence, and printing
March 13, 2017	Follow-up Report mailed to ACCJC

Response to Recommendation 1

ACCJC Recommendation #1: In order to increase institutional effectiveness, the College should develop a formal cycle of evaluation of its new planning process. (Standard I.B.6).

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

In the Conclusion section of the External Evaluation Report for Standard IB, as the basis for the above Recommendation, the Report states (emphasis on last sentence added for this Follow-Up report):

The College engages in broad-based dialogue about institutional effectiveness in a multitude of governance processes. Through a comprehensive evaluation of existing planning processes, and an effort to more fully integrate planning and resource allocation, the College has developed new planning linkages and a more explicit review of institutional and program data. *However, some processes are too new to have been evaluated for their effectiveness and improvement over past processes.*

The *new processes* refer primarily to the College's annual review of the Educational Master Plan (EMP),⁴ which was initially published in early 2014 and updated most recently in November 2015. In addition to a core set of Strategic Directions and Strategic Goals, the EMP defines the process of annually reviewing progress towards these goals, including the evidence and metrics that will be used to measure and evaluate progress.

Although the EMP and its evaluation cycle were discussed in the College's Self Evaluation Report, the first actual evaluation cycle had not yet taken place by the time of the External Evaluation Team's visit in fall 2015.

This shortcoming has since been remedied, and the EMP underwent its first evaluation cycle in fall 2016, which will be repeated annually as shown in the College's Institutional Assessment Calendar,⁵ which also shows the other major evaluation cycles undertaken by the institution as part of its overall assessment of institutional effectiveness.

The fall 2016 annual review is documented in the Educational Master Plan Fall 2016 Annual Progress Report,⁶ hereinafter referred to as the EMP Progress Report, which was approved by the College Planning Council on December 7, 2016.

⁴ [Educational Master Plan 2014 \(Version 2.2 November 2015\)](#)

⁵ [SBCC Institutional Assessment Calendar](#)

⁶ [Educational Master Plan Annual Progress Report Fall 2016](#)

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

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

The structure and spirit of the current Educational Master Plan is an intentional shift from previous College planning processes in several major aspects:

- The two previous College Plans^{7, 8} were developed in a largely top-down approach. In contrast, the current Educational Master Plan is the distillation of a large amount of input from a very broad cross-section of the College. During its development, 162 faculty, classified staff, managers, students, and Board members took part in 22 workshops which envisioned SBCC after six to eight years of adhering closely to the Mission and Core Principles, and then identified actions needed to get there from here. Appendix A of the EMP⁹ describes this development process.
- Prior to 2014, a new College Plan was developed every three years. In contrast, the EMP was conceived with a lifespan of six to eight years, reflecting its genesis in this broad inquiry to the campus community about its vision of the future College.
- The previous College Plans were static, whereas the EMP is designed to be periodically updated as needed in response to changing conditions and new challenges. The Revision History section of the EMP describes the updates so far.
- Previous College Plans contained primarily numeric targets for student outcome measures such as successful course completion, fiscal targets, and targets in other areas such as professional development. Progress was evaluated each year. While these numeric targets were useful in a certain context, this focus did not make a sufficiently meaningful connection with unit-level activities and goals such as those documented in the program review process. In contrast, program review activities and

⁷ [College Plan 2011-2014](#)

⁸ [College Plan 2008-2011](#)

⁹ [Educational Master Plan 2014 \(Version 2.2 November 2015\)](#) (Appendix A)

goals are now explicitly connected to the EMP. The current program review template requires that at least one of the unit-level goals be tied directly to a Strategic Direction or Strategic Goal in the EMP.¹⁰

In summary, the *formal cycle of evaluation of its new planning processes* referred to in Recommendation 1 is embodied and institutionalized in the annual evaluation of the Educational Master Plan, the first cycle of which occurred in fall 2016. By implementing this formal cycle, the College has recognized and responded to the spirit and substance of this Recommendation to improve institutional effectiveness.

¹⁰ [Sample 2016-17 Program Review Showing Links to the Strategic Directions and Strategic Goals in the EMP](#)

Response to Recommendation 2

ACCJC Recommendation #2 : In order to meet the Standards and ensure the quality of its distance education courses, the team recommends that the College systematically (consistently) evaluate the effectiveness of its distance education offerings by comparing student achievement data with that of face to face courses. (Standard I.B.3, II.A.2.e, II.A.2.f)

In order to meet the Standards referenced in this recommendation, the College has revised the Program Review template, provided clearer data, offered professional development on modality and understanding data, directed the Deans Council to take a stronger role in communicating and understanding student achievement data, and analyzed the Program Review reports through the Program Evaluation Committee.

In spring 2016, the College revised the Program Review template to include a question on instructional modalities and, in support of the new question, provided an improved data source from Institutional Research for the departments to analyze and understand the effectiveness of distance education. The new question states, “Examine the data on successful course completion by instructional method (face-to-face, fully online, and hybrid), both for the college overall, and for your department. Please discuss the data, identify any significant positive or negative indications and trends, including a comparison to college outcomes, and describe any strategies your department is using or considering relative to your outcomes.” The College has completed one full Program Review cycle since the Team visit that included the new question on instructional modalities.

The Office of Institutional Assessment, Research, and Planning created a new data element that *aggregates the completion rates for hybrid and fully online classes* in an easy-to-use chart in Tableau¹¹. Faculty and administrators can easily parse the student achievement data at an institutional level, department and course level by exposing student achievement in face to face sections, hybrid sections, and online sections (see Figure 1 below). The Office of Institutional Assessment, Research and Planning provided professional development training for program review chairs on how to analyze and evaluate the data related to student success by delivery modality. Training for department chairs was the primary focus of an 8/16/2016 workshop¹² with a follow-up opportunity on during the spring in-service.¹³ The training will be institutionalized as a component of the annual department chair workshop each fall. This training is also Actionable Improvement Plan #3 which the college self-identified in our 2015 Self Evaluation Report: *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.*

¹¹ [Tableau](#) is the interactive data visualization software platform for the College’s Decision Support System

¹² [August 16, 2016 workshop](#)

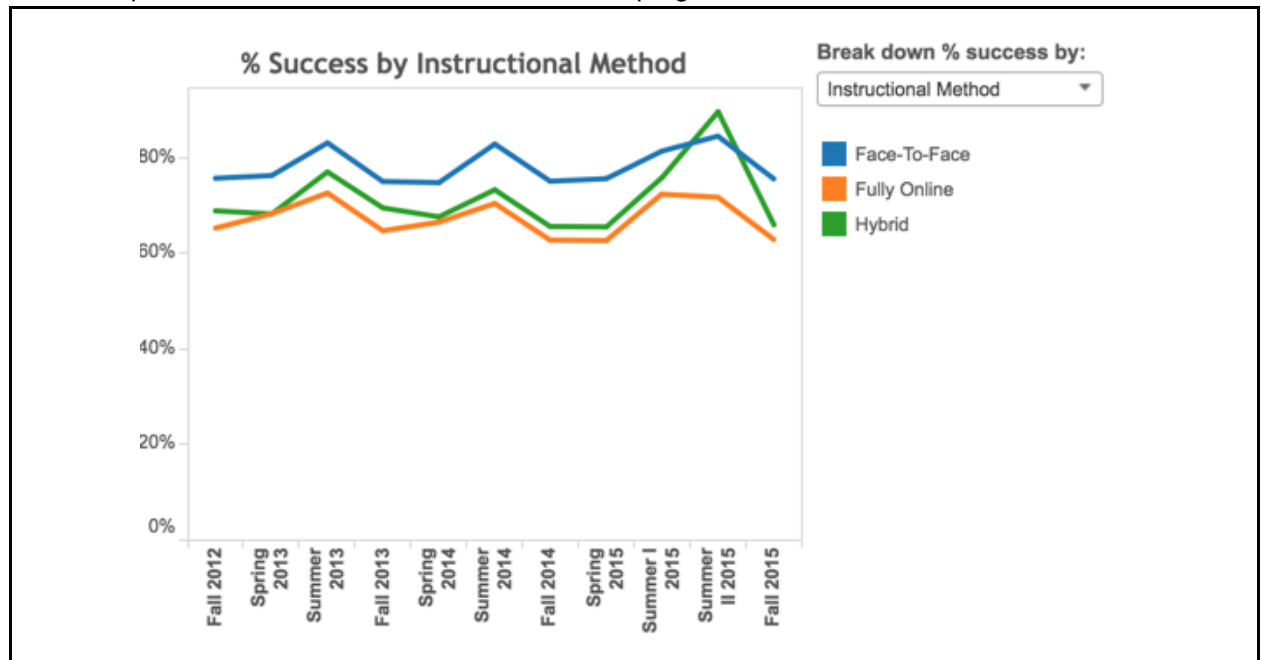
¹³ [Exploring SBCC Data with Tableau session \(page 2 in this January 12, 2017 in-service program\)](#)

The Executive Vice President of Educational Programs directed the Deans Council, composed of all College deans, to incorporate a discussion of student achievement data into their annual summer Deans Retreat. The first of these retreats¹⁴ took place on June 24, 2016. Data on course success disaggregated by modality¹⁵ was presented by the Sr. Director of Institutional Assessment, Research, and Planning. The Deans then engage with the departments and department chairs based upon this review and discussion.

The Program Evaluation Committee (PEC) is charged with reviewing and discussing the Program Review for all departments¹⁶. Each committee member reads each Program Review and the responses to each question, including the question pertaining to instructional modality. The committee then discusses the outcomes for each department.

During the past year, the mechanisms have been put into place for the College to systematically evaluate the effectiveness of its distance education offerings by comparing student achievement data with that of face to face courses at the department level, the division level (through the Deans), and the institutional level (PEC).

Figure 1: Successful Course Completion data disaggregated by modality, available for each department and a required discussion item in each instructional program review.



¹⁴ [June 24, 2016 Deans Retreat Agenda](#)

¹⁵ [Comparing Online and Face-To-Face Outcome Data](#)

¹⁶ [PEC 2016-2017 Schedule for Discussion of Program Reviews](#)

Response to Recommendation 3

ACCJC Recommendation #3 : In order to meet the Standards and increase effectiveness, the team recommends that the College update its Distance Education Plan to ensure that departments align Distance Education programs with resource allocation and program review processes. (Standard I.B.3, II.A.1.b, II.B.1, II.B.3, II.B.3.a, II.B.3.c, II.C.1, II.c.1.b, II.C.1.c)

In order to meet the above-referenced Standards, the College has updated the Distance Education Plan¹⁷ to include the plan's relationship to the resource allocation and program review processes. Two new sections have been added to the plan, and the Strategic Directions and Objectives include any associated cost component.

In the first section, **Distance Education and Program Review** (quoted below from page 3 of the Plan), we emphasize the distributed/decentralized nature of distance education at the College and the "ownership" that departments have of distance education. Because that "ownership" extends to Program Review wherein departments (whether those be instructional, student services, or learning support services departments) have responsibility for overseeing, evaluating, assessing, and improving their respective distance education courses or support services.

Distance Education and Program Review

The program review process is a key element of integrated planning at SBCC and derives from the college's Mission and Core Principles, which undergird all aspects of the strategic planning process. The program review process is on a three-year cycle, with annual updates for resource requests and analysis of program goals. Program reviews are completed by departments and administrative units in order to reflect on performance and needs, analyze data relevant to performance, and propose changes as part of the ongoing cycle of assessment and improvement.

Distance education at Santa Barbara City College is decentralized through departments of the college. Faculty and managers in those departments take primary ownership of the courses, programs and services offered. The departments are responsible for overseeing, evaluating, assessing, and improving their courses and services through the program review process. Established in 2001 as an Educational Programs committee, the Committee on Online Education (COI) has a significant role for all constituents to engage in dialogue on distance education planning. Although committee membership averages twenty participants, all faculty who teach online, and all support staff associated with distance education, are invited to participate in the committee work. The

¹⁷ [Distance Education Plan 2016](#)

dean for distance education is the co-chair of COI and is responsible for bringing institutional-wide planning needs through the Office of Educational Programs program review.

In addition to the formal program review process, the Distance Education Plan is another mechanism for institutional-wide planning. The Distance Education Plan is reviewed, discussed and updated as appropriate annually by the Committee on Online Education.

In the second section, **Distance Education and Resource Allocation** (quoted below from pages 3-4 of the Plan), we outline how the departments follow a structured resource request process that is linked to Program Review. Requests in support of distance education (and have a technology component) are collectively evaluated by the Instructional Technology Committee and the District Technology Committee as part of our integrated planning processes.

Distance Education and Resource Allocation

The annual resource requests from program review go through various consultation processes to be evaluated and ranked, with the College Planning Council (CPC) making final recommendations for funding. Requests for full-time faculty are evaluated and ranked by the Academic Senate. Two Academic Senate subcommittees play key roles in ranking other resource requests from program review. Planning and Resources (P&R) ranks new and replacement equipment requests, while the Instructional Technology Committee (ITC) ranks hardware and software requests that originate within instructional programs and instructional support areas. These rankings are combined with the rankings from the President's Cabinet (PC) and the District Technology Committee (DTC) to form a final ranking. The Classified Staff Hiring Workgroup evaluates and ranks requests for staff. Facilities needs are evaluated and ranked by Facilities and Operations. All recommendations are forwarded to the College Planning Council for determination of the amount of funding. The Board of Trustees gives final approval for funding resource requests as part of the annual budget development process.

The primary expenditures for distance education are the technology infrastructure, the learning management platform, and user support - all have long established budgets. In our decentralized structure, changes in funding for distance education are distributed into the departments and administrative units. Departments and administrative units follow the structured resource request process outlined above, which is linked to program review. Departments and administrative units have the opportunity to request resource allocations on an annual basis. For example, the Office of Educational Programs requested funds to pilot proctoring solutions for online students. In another example, Information Technology requested VMWare licenses to support off-campus access to desktop infrastructure. Institution-wide requests for distance education are reviewed and discussed by the Committee on Online Education prior to being submitted through the program review process. As with the program review itself, any institution-wide resource request is submitted through the Office of Educational Programs program review. All resource requests follow the consultative process to be evaluated and ranked.

Response to Recommendation 4

ACCJC Recommendation #4: In order to meet the Standard, the team recommends the College complete personnel evaluations in a timely manner. (Standard III.A.1.b)

The timeliness of completing personnel evaluations for classified staff, classified managers, and educational administrators was recommended for improvement; the timeliness of faculty evaluations is not identified as a systemic problem. Because the classified managers and educational administrators are the individuals responsible for completing the evaluations for classified staff, the improvement effort began with, and focused on, the role and responsibility of the classified managers and educational administrators.

Rather than invent a “top down” approach and impose this approach on those who are responsible for preparing and delivering these evaluations, the Vice President of Human Resources challenged the management group (comprised of classified managers and educational administrators) with finding a solution to this deficiency together. Management group members were asked to bring their suggestions to improve timeliness to the March 2016 monthly management meeting, and to expect a lively brainstorming discussion on the topic.¹⁸

Most of the discussion at this meeting related to ideas from the group about how to change the process (e.g. consolidate all evaluations to be due the same month rather than be connected to the negotiated evaluation schedule; schedule the due date for all evaluations to fall between academic semesters; involve the California Schools Employee Association in the solution). It was evident during the discussion that there were other “best practices” related to completing staff evaluations that needed to be shared.

We received the ACCJC Recommendation in January 2016; the Vice President of Human Resources focused the spring semester working with the management group to share these best practices and to generate dialog among this group.

The Vice President of Human Resources invited several specific managers to share their best practices related to staff evaluations at the May 2016 managers meeting.¹⁹ This invitation resulted in seven managers sharing how they prioritize and complete their evaluations on a timely basis.²⁰

Prior to the May 2016 management meeting, the then-current reports of overdue evaluations were shared with top level college administrators in order to focus their attention on the magnitude of the problem we are striving to solve.^{21, 22} The best practices shared at the May

¹⁸ [Email dated February 10, 2016](#)

¹⁹ [Email dated March 7, 2016](#)

²⁰ [Email dated April 6, 2016](#)

²¹ [Email dated April 22, 2016](#)

meeting were informative, practical, and easily implemented by managers seeking a successful approach.

In late May 2016, the Vice President of Human Resources proposed some minor changes in the staff evaluation document to the California Schools Employee Association (CSEA) Chapter President, hoping to obtain CSEA's support and agreement to proceed.²³ The response was positive, supportive, and encouraging.

The modified process will introduce greater accountability within the process for the manager (the individual supervising the actual first line supervisor), by virtue of simply adding this additional signature requirement on the staff evaluation document. The manager will be required to review and sign the evaluation document, and will be addressing this aspect of the performance of the first line supervisor (timeliness of completion of staff evaluations) when their own management progress report is prepared. With the modified process, the supervisors will now be aware that their performance in this area will be captured on their own performance report, and as a result, the assumption is that completing evaluations on a timely basis will be elevated to its proper place and priority.

Using the overdue evaluation report from January 31, 2016 as the baseline, we have been tracking our progress since that time on a monthly basis. At the end of January 2016, which was when we received the recommendation from ACCJC, there were 163 evaluations overdue. Twenty-four of these were management evaluations and the remaining 139 were overdue staff evaluations.²⁴

This change in process was introduced to the managers on June 1, 2016, becoming effective with the evaluations due on July 31, 2016.²⁵ As of the end of July 2016, there were a total of 77 evaluations overdue.²⁶ Seventeen of these were management evaluations and the remaining 60 were overdue staff evaluations. As of the end of September 2016, there were a total of 54 evaluations overdue.²⁷ Eleven of these were management evaluations and the remaining 43 were overdue staff evaluations.

Overall, significant, measurable progress was made upon implementation of the modified process, and this progress is expected to continue.

²² [Manager's Meeting Agenda, May 3, 2016](#)

²³ [Email dated May 23, 2016](#)

²⁴ [Overdue Evaluation Report as of January 31, 2016](#)

²⁵ [Email dated June 1, 2016](#)

²⁶ [Overdue Evaluations Report as of July 2016](#)

²⁷ [Overdue Evaluations Report as of September 2016](#)

Response to Recommendation 5

ACCJC Recommendation #5: In order to ensure the College’s aging facilities continue to meet and support the student learning programs and services, the team recommends the College pursue all possible resources to modernize or replace the significantly aging facilities. (Standard III.B)

In the Fall 2015 ACCJC Site Visit External Evaluation Report,²⁸ the team returned the following commendation:

“The College is commended for its management of aging facilities in order to support excellent programs and services for its students.”

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

The college identified the following Actionable Improvement Plan in its 2015 Self Study:

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.

The Board of Trustees will also review the FMP, and approved it as a top priority.

In preparation for the development of the Facilities Master Plan (FMP), the college began development of the Program Location and Land Use Master Plan (PLLUMP). After a two-year highly-consultative process involving all governance groups and the community^{29, 30} the plan was completed.^{31, 32} The plan establishes long-term goals and guiding principles associated with land planning, facility program locations, internal/external connections, circulation, parking within the parameters of the technical requirements of the site, the regulatory environment, the college sustainability guidelines, and budget considerations. The final plan was shared with the public during three public forums, at the main campus, Schott campus, and Wake campus.³³

²⁸ [External Evaluation Report from the Fall 2015 Accreditation Team Visit](#) (page 6)

²⁹ [PLLUMP Process Map](#)

³⁰ [PLLUMP Community Forum Presentation](#)

³¹ [PLLUMP Final Report September 2015](#)

³² [FMP Proposed Process Map](#)

³³ [PLLUMP College Forums September 2015](#)

The planning vision that is established by PLLUMP will inform the development of the Facilities Master Plan. The Business Services Management Team reviewed the PLUMPP summary at its February 3, 2017 meeting.³⁴ The discussion indicated a need to develop a timeline for completion of FMP. The college is currently in the process of developing a timeline for FMP completion as well as developing a “Request for Proposals” for solicitation of bids to facilitate the completion of the FMP.

³⁴ [Business Services Management Team Meeting Agenda, February 3, 2017](#)

Appendix: Listing of Evidence

Introduction

1. [Santa Barbara City College Fall 2015 Institutional Self Evaluation Report](#)
2. [External Evaluation Report from the Fall 2015 Accreditation Team Visit](#)
3. [February 5, 2016 letter from ACCJC](#)

Recommendation 1

4. [Educational Master Plan 2014 \(Version 2.2 November 2015\)](#)
5. [SBCC Institutional Assessment Calendar](#)
6. [Educational Master Plan Annual Progress Report Fall 2016](#)
7. [College Plan 2011-2014](#)
8. [College Plan 2008-2011](#)
9. [Educational Master Plan 2014 \(Version 2.2 November 2015\) \(Appendix A\)](#)
10. [Sample 2016-17 Program Review Showing Links to the Strategic Directions and Strategic Goals in the EMP](#)

Recommendation 2

11. [Tableau](#) is the interactive data visualization software platform for the College's Decision Support System
12. [August 16, 2016 workshop](#)
13. [Exploring SBCC Data with Tableau session \(page 2 in this January 12, 2017 in-service program\)](#)
14. [June 24, 2016 Deans Retreat Agenda](#)
15. [Comparing Online and Face-To-Face Outcome Data](#)
16. [PEC 2016-2017 Schedule for Discussion of Program Reviews](#)

Recommendation 3

17. [Distance Education Plan 2016](#)

Recommendation 4

18. [Email dated February 10, 2016](#)
19. [Email dated March 7, 2016](#)
20. [Email dated April 6, 2016](#)
21. [Email dated April 22, 2016](#)
22. [Manager's Meeting Agenda, May 3, 2016](#)
23. [Email dated May 23, 2016](#)
24. [Overdue Evaluation Report as of January 31, 2016](#)
25. [Email dated June 1, 2016](#)
26. [Overdue Evaluations Report as of July 2016](#)
27. [Overdue Evaluations Report as of September 2016](#)

Recommendation 5

28. [External Evaluation Report from the Fall 2015 Accreditation Team Visit \(page 6\)](#)
29. [PLLUMP Process Map](#)
30. [PLLUMP Community Forum Presentation](#)
31. [PLLUMP Final Report September 2015](#)
32. [FMP Proposed Process Map](#)
33. [PLLUMP College Forums September 2015](#)
34. [Business Services Management Team Meeting Agenda, February 3, 2017](#)