

**Santa Barbara City College
College Planning Council
Tuesday, November 5, 2013
3:00 – 4:30 p.m.
A218C**

Minutes

PRESENT:

L. Gaskin, President and Chair
L. Auchincloss, President, CSEA
P. Bishop, VP, Information Technology
P. Butler, Chair, Planning & Resources Committee
P. English, VP, Human Resources
J. Friedlander, Executive VP, Ed Programs
J. McPheter, Classified Staff Representative
K. Monda, Academic Senate Representative
K. Neufeld, President, Academic Senate
K. O'Connor, Academic Senate Representative
C. Salazar, Classified Staff Representative
J. Sullivan, VP, Business Services
L. Vasquez, VP, Academic Senate
D. Watkins, Managers Group Representative

GUESTS:

C. Alsheimer, Academic Senate
B. Hardison, Financial Aid
L. Maas, Controller
L. Stark, Instructors' Association

ABSENT:

R. Else, Sr. Director, Institutional Assessment, Research & Planning
E. Katzenson, AS President
M. Medel, Supervisor Bargaining Unit

1.0 CALL TO ORDER

**1.1 M/S/C (Sullivan/O'Connor) to approve the 10/15/13 CPC minutes with one correction.
All were in favor.**

2.0 ANNOUNCEMENTS

3.0 INFORMATION ITEMS

**3.1 Budgeted Positions – P. English
Financial Aid Technician (Att. 3.1)
Pat English introduced the agenda item, noting that the new classified position is categorically funded and that its establishment will not impact the general fund. Brad Hardison, Director of Financial Aid, referred to Attachment 3.1 as he proceeded to give a more detailed account of why the position is needed. He explained that the position is**

100% categorically funded by BFAP-SFAA and, in accordance with the 2013 State Budget Act, will provide additional staff resources to increase financial aid participation and student access to low-income and disadvantaged students. Mr. Hardison further clarified that the position will assist with the increase in financial aid applicants and disbursements, and will be the best use of the available funds. He noted that the last Financial Aid staff members were hired in 2005.

4.0 DISCUSSION ITEMS

4.1 Confirmation of Process for Replacing Broken/Missing Classroom Furniture – P. Butler

Priscilla Butler presented a brief history of the process, approved by CPC in spring 2013, to replace broken or missing classroom furniture. She stated that the current fall semester was the first time the new policy was being put into action, and that it was a good time to reflect on the process and any needed changes. In response, Dr. Friedlander agreed to modify the language of the policy to reflect the inclusion of deans in the process. CPC concurred.

Dr. Gaskin introduced the notion of a classroom furniture standard with regard to this process. Dr. Friedlander agreed to convene an ad hoc committee consisting of himself, Kenley Neufeld and others, to address the need for a classroom furniture standard and a refresh process similar to the systematic process currently used to replace computers.

Ms. Butler noted that the Planning and Resources Committee will soon review resource requests and that guidance is needed as to how to proceed. Dr. Gaskin recommended that the P&R committee use the prioritization process now in place.

Dr. Gaskin summarized the discussion by stating that the ad hoc committee chaired by Dr. Friedlander will identify a process for establishing classroom furniture standards, as well as implement the process and define a refresh cycle for classroom furniture replacement. She concluded by proposing that the college establish funds within Program Review 2014/15 to encompass this process. Council members agreed.

5.0 ACTION ITEMS

5.1 Budget Development Timeline: First Reading – J. Sullivan (Att. 4.1) **M/S/C (Sullivan/Bishop) to approve the Budget Development Timeline – 2014-15 Budget. All approved with one additional date.**

It was agreed to include July 15, 2014 as the date budget codes would be sent to department managers for program review requests supported within the budget.

6.0 ADJOURNMENT

6.1 The next regularly scheduled CPC meeting will be held on Tuesday, November 19, 2013 in Room 218C, 3:00-4:30 p.m.

SANTA BARBARA COMMUNITY COLLEGE DISTRICT

D R A F T

CLASS TITLE: SUPERVISOR-SECURITY

BASIC FUNCTION:

Under the direction of the Director-Security, prioritize, organize, and supervise security operations and activities including the patrol and supervision of campus facilities, parking lots and grounds, access to areas controlled by electronic lock system/electronic doors. and the enforcement of campus, parking and traffic rules and regulations; assist in coordinating and directing communications, personnel and resources to meet campus security needs and assure the well-being and safety of College students, staff and visitors; supervise and evaluate the performance of assigned personnel.

REPRESENTATIVE DUTIES:

ESSENTIAL DUTIES:

Plan, organize, control and supervise security operations and activities including the patrol and supervision of campus facilities, parking lots and grounds, and the enforcement of campus, parking and traffic rules and regulations; establish and maintain security time lines and priorities; collaborate and coordinate security activities with law enforcement agencies as needed.

Assist in coordinating and directing communications, personnel and resources to meet campus security needs and assure the well-being and safety of College students, staff and visitors; confer with staff, administrators, outside agencies and the public as needed regarding security operations and related needs and issues; supervise activities to assure proper and timely resolution of security issues and conflicts.

Supervise and evaluate the performance of assigned personnel; interview and select employees and recommend transfers, reassignment, termination and disciplinary actions; coordinate subordinate work assignments and review work for compliance with established guidelines, requirements and procedures; assure employee understanding of College rules and regulations.

Identify and report to Director campus security needs and issues; adjust staff activities to meet security needs; direct and participate in the investigation and assure proper and timely resolution of unusual, suspicious or criminal activities; assist with student and staff conflicts as needed.

In conjunction with the Director, coordinate access to areas controlled by electronic lock system/electronic doors; assist with emergency lockdowns as needed; control issuance of hard keys.

Organize and direct the monitoring of campus parking lots, directing of traffic and enforcement of College parking and traffic rules and regulations; direct the issuing of citations and assure proper preparation of related paperwork; review citation appeals and resolve issues and conflicts related to traffic and parking in a proper and timely manner; oversee issuance of parking permits; collect money received in meters and handle as directed.

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Supervisor - Security - Continued

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In the absence of or at the direction of the Director, serve as a liaison between administrators, staff, law enforcement agencies, outside agencies and the public to assure proper enforcement of College, local and State laws, rules, policies and regulations; assure law enforcement, fire and medical agencies receive proper notification of crime and emergency-related situations.

In the absence of or at the direction of the Director, provide consultation to administrators, personnel, outside agencies and the public concerning security operations, activities and related functions; respond to inquiries, resolve issues and conflicts and provide detailed and technical information concerning related services, schedules, standards, requirements, practices, needs, goals, objectives, rules, regulations, policies and procedures.

Ensure minor repairs and maintenance is performed on department vehicles and electric carts, parking signs, meters and citation machines, electronic locks/doors, cameras and alarm systems.

Assist in the coordination planning, development, and implementation of strategic initiatives that strengthen the campus's ability to respond and recover from an emergency; assist in the development of plans and procedures. Coordinate the purchase of supplies and equipment as appropriate; initiate recruitment activities as needed.

Participate in the preparation and maintenance of a variety of narrative and statistical records, logs and reports related to crimes, security incidents, citations, permits and assigned activities; review subordinate records, reports and paperwork to assure accuracy and completeness.

Participate in the administration of student discipline functions as needed; attend and provide security for student disciplinary hearings as requested; retrieve students and provide security escort services as needed; prepare and follow up on reports of crimes on campus.

Operate a variety of security equipment including a two-way radio, electric cart, cameras, alarm systems, parking meters, citation machines; utilize standard office equipment including a computer and assigned software; drive a vehicle to conduct work.

Attend, conduct and participate in a variety of meetings as assigned; prepare and deliver oral presentations concerning security operations and activities as required.

OTHER DUTIES:

Perform related duties as assigned.

Supervisor - Security - Continued

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KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Organization and direction of security operations and activities including the patrol and supervision of campus facilities, parking lots and grounds, and the enforcement of campus, parking and traffic rules and regulations.

General investigative and law enforcement practices.

College campus, parking and traffic rules and regulations.

Crowd and traffic control techniques.

Practices, procedures and defensive tactics involved in security work.

College District organization, operations, policies and objectives.

Electronic security systems and access plans.

Oral and written communication skills.

Principles and practices of administration, supervision and training.

Applicable laws, codes, regulations, policies and procedures.

Interpersonal skills using tact, patience and courtesy.

Operation of a computer and assigned software.

Appropriate safety precautions and procedures.

ABILITY TO:

Plan, organize, and supervise security operations and activities including the patrol and supervision of campus facilities, parking lots and grounds, and the enforcement of campus, parking and traffic rules and regulations.

Coordinate and direct communications, personnel and resources to meet campus security needs and assure the well-being and safety of College students, staff and visitors.

Supervise and evaluate the performance of assigned personnel.

Collaborate and coordinate security activities with law enforcement agencies.

Direct and participate in the investigation and assure proper and timely resolution of unusual, suspicious or criminal activities.

Adjust activities to meet security needs and coordinate and direct response to College security issues and problems.

Oversee minor repairs and maintenance on related department tools and equipment.

Operate electronic security systems.

Direct the issuing of parking and traffic citations and assure proper preparation of related paperwork.

Assure proper and timely resolution of security issues and conflicts.

Interpret, apply and explain laws, codes, rules, regulations, policies and procedures.

Establish and maintain cooperative and effective working relationships with others.

Operate a computer and assigned office equipment.

Analyze situations accurately and adopt an effective course of action.

Meet schedules and time lines.

Work independently with little direction.

Plan and organize work.

Prepare comprehensive narrative and statistical reports.

Direct the maintenance of a variety of reports, records and files related to assigned activities.

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Supervisor - Security - Continued

EDUCATION AND EXPERIENCE:

Any combination equivalent to: associate's degree and four years increasingly responsible law enforcement or security experience, including one year in a lead or supervisory capacity.

LICENSES AND OTHER REQUIREMENTS:

Valid California driver's license.

WORKING CONDITIONS:

ENVIRONMENT:

Indoor and outdoor environment.

Seasonal heat and cold or adverse weather conditions.

Driving a vehicle to conduct work.

PHYSICAL DEMANDS:

Dexterity of hands and fingers to operate a computer keyboard and to perform minor repairs and maintenance on related tools and equipment.

Sitting or standing for extended periods of time.

Seeing to monitor campus activities and read a variety of materials.

Hearing and speaking to exchange information.

Walking or running to inspect campus activities and respond to emergencies.

HAZARDS:

Potential physical hazards involved in intervening in anti-social, illegal and violent behavior.

Contact with dissatisfied or abusive individuals.

SANTA BARBARA COMMUNITY COLLEGE DISTRICT

D R A F T

CLASS TITLE: SECURITY COORDINATOR

BASIC FUNCTION:

Under the direction of the Director-Security, coordinate Security Office activities to meet campus needs; provide related liaison and support services related to dispatching calls, electronic door access issues, hard key issuance, staff identification card issuance, parking requests, permits and citations, campus lost and found; coordinate and provide work direction and guidance to designated temporary employees.

REPRESENTATIVE DUTIES:

ESSENTIAL DUTIES:

Coordinate Security Office activities and provide a variety of related support services to meet campus needs; provide liaison and support services related to dispatching calls, electronic door access issues, hard key issuance, staff identification card issuance, parking requests, permits and citations, campus lost and found.

Provide work direction and guidance to temporary employees; coordinate work assignments and review work for compliance with established standards and procedures; review and verify accuracy of temporary employee time sheets for payroll processing.

Perform a variety of diversified and complex clerical duties involving independent judgment and requiring in-depth knowledge of campus security operations; assure smooth and efficient office operations, and proper and timely completion of projects and activities; coordinate flow of communications and information in support of assigned functions and activities.

Serve as the primary assistant to the assigned supervisor; provide public relations and communication services; receive, screen and route telephone calls; take, retrieve and relay messages as needed; schedule and arrange appointments, conferences, meetings and other events.

Receive visitors, including administrators, staff, students and the public; provide assistance or direct to appropriate staff; respond to inquiries and provide information and assistance related to program or department operations, activities, standards, requirements, time lines, policies and procedures. Communicate with College personnel, students and outside agencies to exchange information and resolve issues or concerns; answer telephones and assist callers as needed.

Compile information and prepare and maintain a variety of records, logs and reports related to programs, projects, students, financial activity, and assigned duties; establish and maintain filing systems; review, revise and proofread a variety of documents and information.

Utilize campus technology tools to research student information, control electronic door access, assist with AlertU messaging as requested.

Process parking citation appeal data; obtain and prepare related materials for citation appeal hearing with Hearing Officer. Receive and coordinate all special parking requests; prepare and transmit daily guest list to kiosk; issue staff parking permits and maintain related records.

Maintain centralized campus lost and found item inventory in a secure and organized manner.

Input a variety of data into an assigned computer system; establish and maintain automated records and files; initiate queries and generate various computerized lists and reports as requested; assure accuracy of input and output data; update and maintain Security and emergency website information.

Operate a variety of related office equipment including a copier, computer and assigned software, and two-way radio.

OTHER DUTIES:

Perform related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Security office operational responsibilities
Technology tools related to Security office operation
Modern office practices, procedures and equipment
Correct English usage, grammar, spelling, punctuation and vocabulary.
General terminology, practices and procedures of assigned office
Diverse academic, socioeconomic, cultural, disability and ethnic backgrounds of college students.
Operation of standard office equipment including a computer and assigned software.
Oral and written communication skills.
Policies and objectives of assigned programs and activities.
Principles of training and providing work direction.
Interpersonal skills using tact, patience and courtesy.
Record-keeping and report preparation techniques.

ABILITY TO:

Coordinate Security Office activities and provide a variety of related support services to meet campus needs.
Coordinate and provide work direction and guidance to designated temporary employees.
Perform a variety of clerical and secretarial duties to relieve the supervisor of administrative and clerical detail.
Coordinate flow of communication and information.
Assure smooth and efficient office operations.
Answer telephones and greet the public courteously.

Complete work with many interruptions.

Serve as a liaison between students, staff, faculty and the public on matters related to campus security.

Work independently with little direction.

Operate standard office equipment including a computer and assigned software, and two-way radio.

Meet schedules and time lines.

Maintain records and prepare reports.

Communicate effectively both orally and in writing.

Establish and maintain cooperative and effective working relationships with others.

EDUCATION AND PAID EXPERIENCE:

Any combination equivalent to: graduation from high school and three years related clerical experience involving frequent public contact.

WORKING CONDITIONS:

ENVIRONMENT:

Office environment.

Constant interruptions.

PHYSICAL DEMANDS:

Dexterity of hands and fingers to operate a computer keyboard, two-way radio, hard keys, lost and found items.

Sitting or standing for extended periods of time.

Seeing to read a variety of materials.

Hearing and speaking to exchange information in person and on telephone.

Walking to monitor campus security activities.

Bending at the waist, kneeling or crouching to file materials.

Reaching overhead, above the shoulders and horizontally.

HAZARDS:

Potential contact with dissatisfied or abusive individuals

SANTA BARBARA COMMUNITY COLLEGE DISTRICT

CLASS TITLE: DIRECTOR - ADMISSIONS & RECORDS

BASIC FUNCTION:

Under the direction of the Associate Dean, Educational Programs, plan, organize, direct and control Admissions & Records operations and activities including student admissions, registration, the processing of enrollment forms and applications, maintenance of student records and files, and related student support functions; coordinate communications, Department personnel and information to meet College enrollment and registration needs; train, supervise and evaluate the performance of assigned personnel. Direct the implementation of enterprise-level technology within Admissions & Records function.

REPRESENTATIVE DUTIES:

ESSENTIAL DUTIES:

Plan, organize, direct and control Admissions & Records operations and activities including student admissions, registration, and record-keeping functions; establish and maintain departmental time lines and priorities; assure related functions and activities comply with established standards, requirements, laws, codes, regulations, policies and procedures.

Coordinate and direct Admissions & Records personnel, resources, systems, communications and information to meet College enrollment and registration needs and assure smooth and efficient Department activities; oversee the development and implementation of Admissions & Records plans, goals, objectives, projects, systems, services, calendars and activities.

Supervise, train and evaluate the performance of assigned personnel and student workers; interview and select employees and recommend transfers, reassignment, termination and disciplinary actions; assign employee duties and review work for compliance with established standards, requirements and procedures.

Direct the review, verification and processing of student enrollment forms, applications and related documents; coordinate and review documents and activities to assure accuracy and completeness of enrollment paperwork, proper verification of State residency and other student information; direct group enrollment activities for special programs.

Direct the implementation of enterprise-level technology system within Admissions & Records function; direct the development, modification and implementation of departmental computerized systems; assure new systems, programs and applications adopt with existing systems; coordinate related staff training activities. Direct the development and maintenance of the Admissions & Records website.

Maintain current knowledge of laws, codes, regulations and pending legislature related to Admissions & Records operations and activities; modify programs and functions to assure compliance with local,

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Director - Admissions & Records - Continued

State and federal requirements as appropriate.

Provide consultation and technical expertise to students, administrators, personnel and the public concerning student enrollment, admissions and record-keeping functions; respond to inquiries, resolve issues and conflicts and provide detailed and technical information concerning related forms, applications, laws, codes, standards, requirements, regulations, policies and procedures.

Develop and prepare the annual preliminary Admissions & Records budget; analyze and review budgetary and financial data; control and authorize expenditures in accordance with established limitations. Evaluate and optimize Admissions & Records procedures for financial effectiveness and operational efficiency; initiate programs and procedures to enhance the financial effectiveness and operational efficiency of Admissions & Records.

Plan, organize, control and direct the maintenance and retention of student records and files including enrollment, attendance, admissions and application information in accordance with established standards and requirements using an assigned document management system. Assure proper transferring and purging of student files as needed; coordinate transcript distribution functions to meet student needs.

Direct and participate in the preparation and maintenance of a variety of records, reports and files related to students, academics, attendance, personnel, forms, schedules, catalogs, enrollment, registration and assigned activities. Manage the processing of instructor forms and records including various rosters related to students, enrollment drops, grades and attendance;

Operate a variety of office equipment including a computer and assigned software; drive a vehicle to conduct work;

Monitor inventory levels of forms, applications and other Admissions & Records supplies; order, receive and maintain adequate inventory levels of supplies.

Attend, conduct and participate in various meetings, councils, conferences and committees as assigned; coordinate, develop, implement and conduct staff training sessions; prepare and deliver oral presentations concerning Admissions & Records operations and activities.

OTHER DUTIES:

Perform related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Planning, organization and direction of Admissions & Records operations and activities including student admissions, registration, and record-keeping functions; the processing of enrollment forms and applications, maintenance of student records and files, and related student support functions. Technical practices, procedures and techniques involved in the processing of enrollment forms and applications and related student registration activities.

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Director - Admissions & Records - Continued

Principles, methods, practices, procedures and terminology involved in the resolution of student application, enrollment, registration and staff issues, requests, conflicts and discrepancies.
College and State standards and requirements concerning student enrollment and registration.
Applicable laws, codes, regulation, policies and procedures.
Policies and objectives of assigned programs and activities.
Interpersonal skills using tact, patience and courtesy.
Operation of a computer and assigned software.
Principles and practices of administration, supervision and training.
Basic budget preparation and control.
Oral and written communication skills.
Correct English usage, grammar, spelling, punctuation and vocabulary.
Record-keeping and report preparation techniques.
Record retrieval and storage systems.
Data control procedures and data entry operations.

ABILITY TO:

Plan, organize, control and direct Admissions & Records operations and activities including student admissions, registration, and record-keeping functions; process enrollment forms and applications.
Coordinate and direct Admissions & Records personnel, resources, systems, communications and information to meet College enrollment and registration needs and assure smooth and efficient Department activities.
Supervise and evaluate the performance of assigned personnel.
Direct the review and processing of student enrollment forms, applications and related documents.
Provide consultation concerning student enrollment, admissions and record-keeping functions.
Assure proper and timely resolution of student application, enrollment, registration and staff issues, conflicts and discrepancies.
Oversee the development and implementation of Admissions & Records plans, goals, objectives, projects, systems, services, calendars, activities and staff schedules.
Direct and participate in the processing of special petitions and determine student eligibility.
Coordinate communications, Department personnel and information to meet student and College staff enrollment needs.
Train and evaluate the performance of assigned personnel.
Organize, direct and participate in the establishing and maintenance of student records and files including enrollment and application information.
Interpret, apply and explain applicable laws, codes, regulations, policies and procedures.
Communicate effectively both orally and in writing.
Establish and maintain cooperative and effective working relationships with others.
Operate a computer and assigned software.
Meet schedules and time lines.
Work independently with little direction.
Plan and organize work.
Supervise and participate in the preparation and maintenance of a variety of records, reports and files.

EDUCATION AND PAID EXPERIENCE:

Any combination equivalent to: bachelor's degree in business administration or related field and three

Director - Admissions & Records - Continued

years experience involving student admissions, registration or related functions, including one year in a supervisory capacity.

LICENSES AND OTHER REQUIREMENTS:

Valid California driver's license.

WORKING CONDITIONS:

ENVIRONMENT:

Office environment.

Driving a vehicle to conduct work.

PHYSICAL DEMANDS:

Dexterity of hands and fingers to operate a computer keyboard.

Hearing and speaking to exchange information.

Seeing to read a variety of materials.

Sitting or standing for extended periods of time.

Mobility necessary to execute some essential functions.

Admissions & Records
Proposal to Restore the Position of Director, Admissions & Records

Proposal: Restore the Director, Admissions & Records position in lieu of the vacant, Supervisor, Admissions & Records position.

In order to maintain effective operations and complex systems compliant with state, federal and local regulations, policies and procedures, Admissions & Records requires daily leadership by a student services professional commensurate with the requirements described in the revised Director, Admissions & Records job description (attachment 1).

Director, Admissions & Records
Salary Schedule: 30, Range: 149
Level 9: \$82,922

Supervisor, Admissions & Records (vacated due to retirement 6/2013)
Salary Schedule: 30, Range: 136
Level 9 \$68,100

Additional ongoing district funds requested: \$29,752 (costed out on step 9 of the range and assumption family benefit allocation)

History:

In February 2012, the Director, Admissions & Records position was absorbed by the new, interim position Associate Dean, Student Support Services following the retirement of Dean, Educational Programs (McLellan) and the reorganization of Student Support Services (Partee, Curtis). In July 2012, this model became permanent. During this time, the position of Supervisor, Admissions & Records was filled.

The Associate Dean, Student Support Services position originally oversaw the following areas:

- Admissions & Records
- Financial Aid
- Outreach & Orientation
- Transcript Analyst Office
- Office of Student Life
- Associated Student Government
- Commencement and other student events

In May 2013, the Associate Dean, Student Support Services was officially assigned to oversee admission, registration and records systems for Continuing Education and the Center for Lifelong Learning. The position that previously oversaw these functions, Director, Registration & Technology was eliminated.

The model of running Admissions & Records with a supervisory level manager is inefficient and creates a greater liability with regard to compliance with state, federal and local regulations, policies and procedures. The revised Director, Admissions & Records job description allows for duties relative to planning, controlling and directing resources, systems and projects. Of critical importance for continuity of business the job description also requires skills to "direct the implementation of enterprise-level technology within Admissions & Records function". This was critically lacking in the previous model and created an institutional liability.

ACADEMIC SENATE AGENDA ITEM

DATE: November 13, 2013	ITEM #: 4.3
SUBJECT: <i>Two Summer Sessions</i>	
TYPE OF ITEM: Action	Additional Information <i>Student Survey Results</i> http://goo.gl/rn11Y3 <i>Faculty Survey Results</i> http://goo.gl/dJO4xk

BACKGROUND

In order to meet the educational objectives of students and to recover lost and ongoing FTES needs, the Executive Vice-President recommends two summer sessions beginning summer 2015. The majority of surveyed students support two summer sessions. The majority of faculty would be interested in teaching both summer sessions.

Last year the Academic Senate discussed the two summer proposal on several occasions and it didn't gain full support from the senators. The Academic Senate requested more data to help better inform the decision. The administration has done analysis of the added costs associated with a second session, particularly in the areas of labor costs. The administration has identified other districts with two summer sessions have been reviewed for potential challenges. In October 2013, a student survey was randomly distributed and indicated a large majority of students surveyed were "very likely" or "somewhat likely" to enroll in each of the proposed summer sessions. In November 2013, the faculty were surveyed on their level of interest in teaching during two summer sessions (full data set will be provided in our online folder). At the time of this writing, 222 faculty have responded to the survey (59% full time, 41% part time). Of those responses, 25% indicated "yes" to teaching both summer sessions and another 29% indicated "maybe" to teaching both summer sessions.

The Student Senate approved two summer sessions on November 8, 2013.

The proposal from Dr. Friedlander is for two summer sessions to begin in 2015. On the next page is a possible calendar - we are **NOT** voting on these specific dates, though these are the likely dates. These dates are here to inform your decision by providing an outline of how the two summer sessions could be scheduled if we support the resolution to offer two summer sessions.

RECOMMENDATION: Adopt two summer sessions beginning in Summer 2015
Two Six-week Summer Sessions in 2015

IMPORTANT: we are **NOT** voting on these specific dates, though these are the likely dates. These dates are here to inform your decision by providing an outline of how the two summer sessions could be scheduled if we support the resolution to offer two

summer sessions.

Spring 2015

January 20, 2015 – May 16, 2015 (* Tuesday start date)*

Summer I 2015

May 18, 2015 – June 27, 2015

Summer II 2015

June 29, 2015 – August 8, 2015

Fall 2015

August 24, 2015 – December 12, 2015

Spring 2016

January 25, 2016 - May 21, 2016

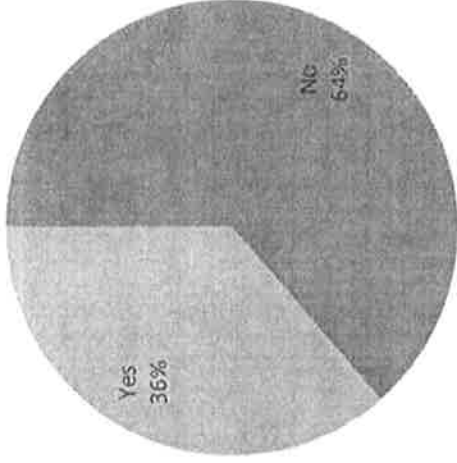
	2012-13 actual	2013-14 est.	2014-15 est.	2015-16 est. (assumes 600 FTES by offering 2 summer sessions)	2016-17 est.
Estimated Credit FTES Growth Factor		2.0%	1.0%	1.0%	1.0%
Funded Credit FTES	13,369	13,569	13,569	13,569	13,569
Over (Under) Cap	-680	-1,157	-947	-557	-34
Borrow from next Summer	680	600	941	551	34
Total Credit FTES claimed	13,369	13,011	13,562	13,563	13,534
Funded Credit FTES	13,369	13,569	13,569	13,569	13,569
Under/Over Cap	0	-557	-6	-6	-34

q1 Did you enroll in an SBCC class this past summer?

No
Yes

1770
1014

Did you enroll in an SBCC class this past summer?

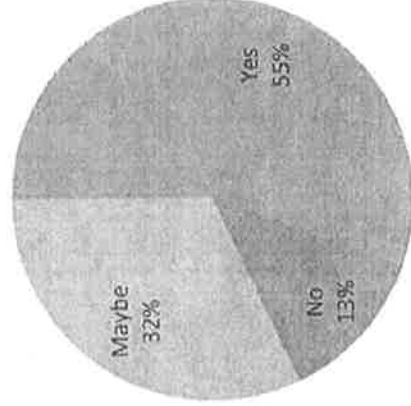


Of those who answered "Yes" to question #1, would you have enrolled in a second six-week summer session this past summer if one had been offered?

Yes
No
Maybe

558
126
322

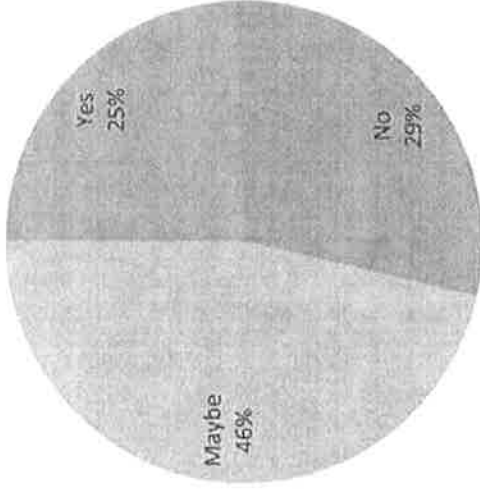
Of those who enrolled at SBCC this past summer, how many would have enrolled in a second six-week summer session if one had been offered?



Of those who answered "No" to question #1, would you have enrolled in a second six-week summer session this past summer if one had been offered?

Yes 426
No 511
Maybe 809

Of those who were not enrolled at SBCC this past summer, how many would have enrolled in a second six-week summer session if one had been offered?



#3a

q7 Where do you live when you are not taking classes at the college?

q3a Summer Session 1 (May 18 - June 27)

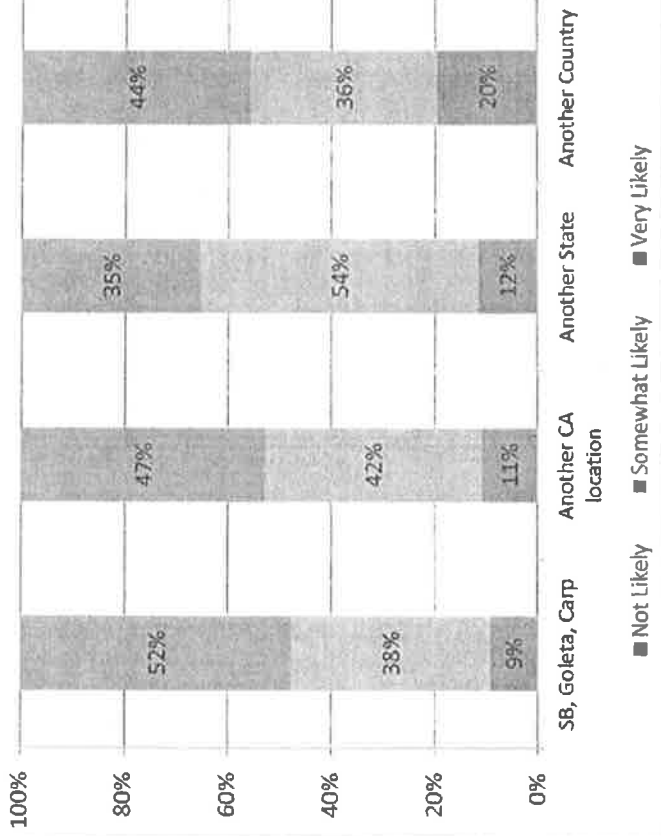
	Somewhat Likely		Grand Total
	Not Likely	Very Likely	
SB, Goleta, Carp	123	511	1328
Another CA location	56	217	516
Another State	6	28	52
Another Country	42	78	215
Grand Total	227	834	2111

q7 Where do you live when you are not taking classes at the college?

q3a Summer Session 1 (May 18 - June 27)

	Somewhat Likely		Grand Total
	Not Likely	Very Likely	
SB, Goleta, Carp	9%	38%	52%
Another CA location	11%	42%	47%
Another State	12%	54%	35%
Another Country	20%	36%	44%

How likely are students to enroll in the first of two summer sessions (May 18 - June 27) by where they live while they are not taking classes



#3b

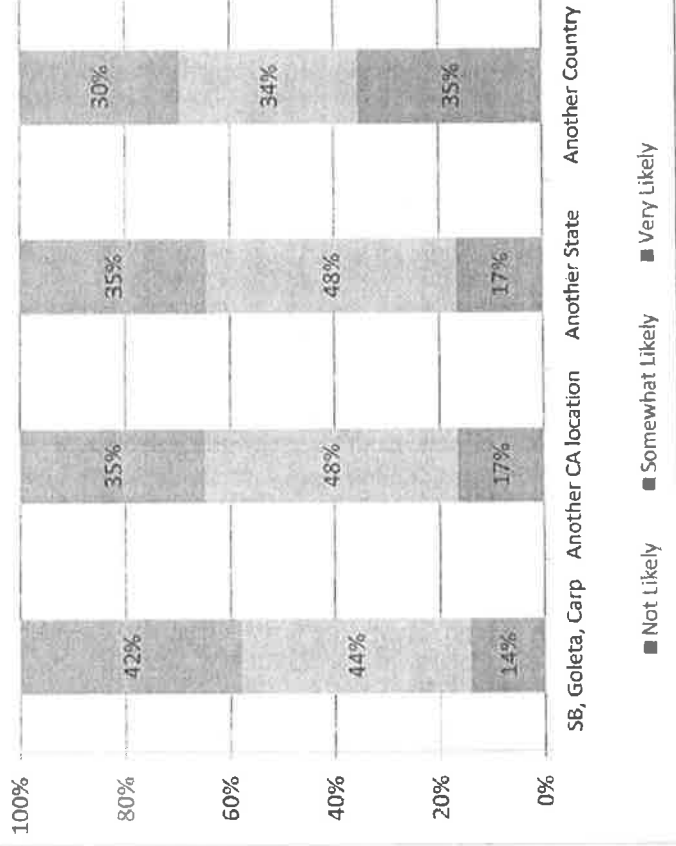
q7 Where do you live when you are not taking classes at the college?

	Somewhat		Grand Total
	Not Likely	Very Likely	
SB, Goleta, Carp	174	532	1219
Another CA location	78	227	470
Another State	8	23	48
Another Country	63	61	178
Grand Total	323	843	1915

q3b Summer Session 2 (June 29 - Aug 8)

	Somewhat		Grand Total
	Not Likely	Very Likely	
SB, Goleta, Carp	14%	44%	100%
Another CA location	17%	48%	100%
Another State	17%	48%	100%
Another Country	35%	34%	100%

How likely are students to enroll in the second of two summer sessions (June 29 - August 8) by where they live while they are not taking classes



q4 Which of the following SBCC academic calendar options do you prefer?

q7 Where do you live when you are not taking classes at the college?

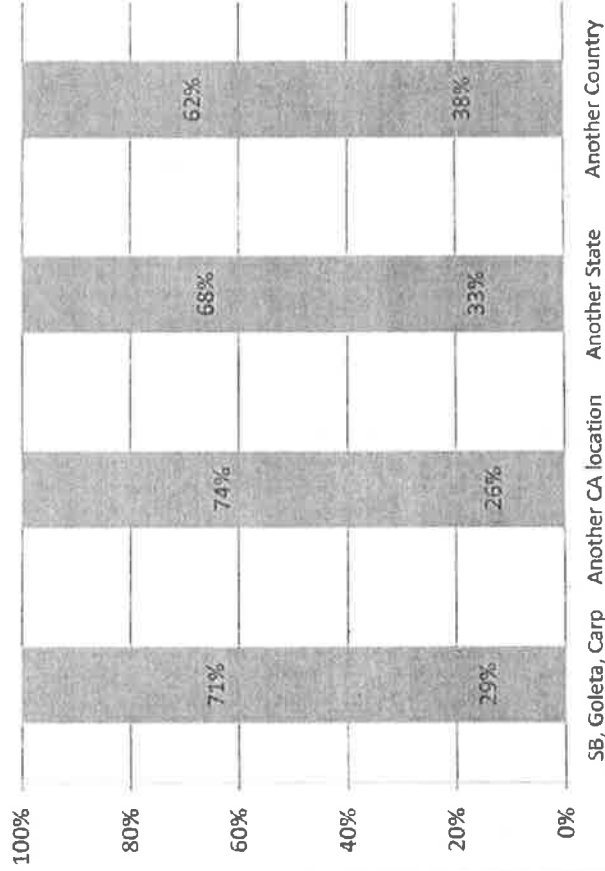
	One summer session June 16 - July 26	Two summer sessions May 18 - June 27 and June 29 - August 8
SB, Goleta, Carp	475	1175
Another CA location	177	491
Another State	26	54
Another Country	115	191
Grand Total	793	1911

q4 Which of the following SBCC academic calendar options do you prefer?

q7 Where do you live when you are not taking classes at the college?

	One summer session June 16 - July 26	Two summer sessions May 18 - June 27 and June 29 - August 8
SB, Goleta, Carp	29%	71%
Another CA location	26%	74%
Another State	33%	68%
Another Country	38%	62%

Do students prefer one or two summer sessions by where they live while they are not taking classes



■ Two summer sessions May 18 - June 27 and June 29 - August 8
■ One summer session June 16 - July 26

#5

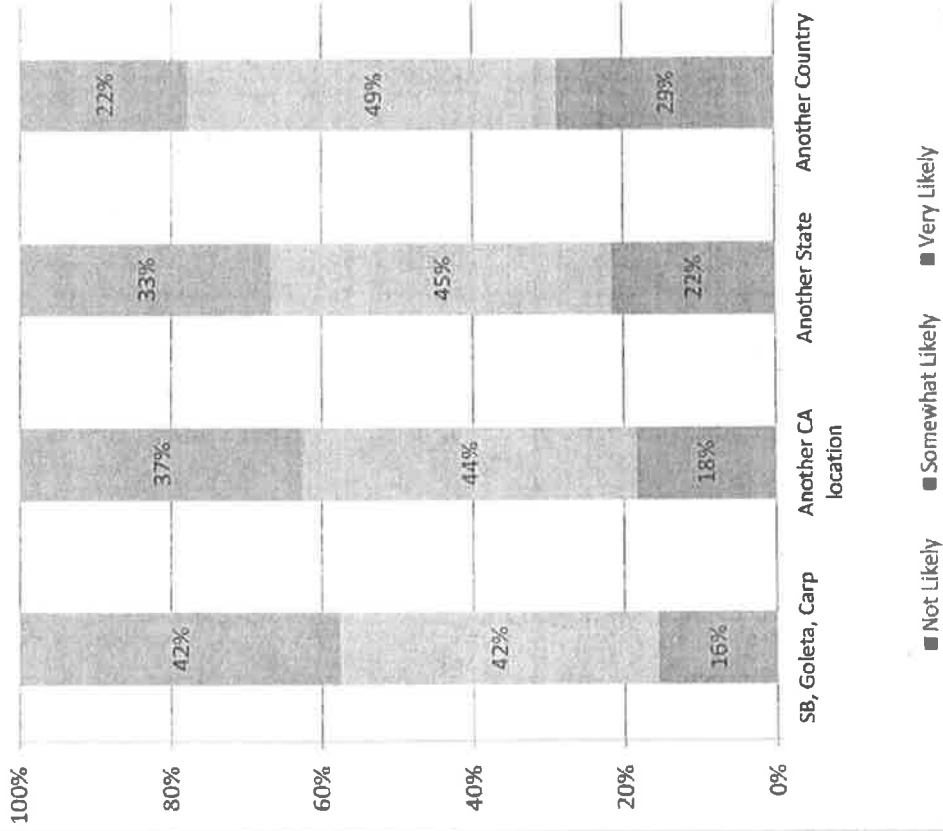
	Somewhat			Grand Total
	Not Likely	Likely	Very Likely	
q5 If the classes you needed or wanted to take this summer were offered in both summer sessions, would you enroll in each of the two, six-week summer sessions?	219	594	596	1409
q7 Where do you live when you are not taking classes at the college?	102	246	208	556
SB, Goleta, Carp	11	23	17	51
Another CA location	62	106	48	216
Another State	394	969	869	2232
Another Country				
Grand Total				

q5 If the classes you needed or wanted to take this summer were offered in both summer sessions, would you enroll in each of the two, six-week summer sessions?

q7 Where do you live when you are not taking classes at the college?

	Somewhat		Grand Total
	Not Likely	Likely	
SB, Goleta, Carp	16%	42%	100%
Another CA location	18%	44%	100%
Another State	22%	45%	100%
Another Country	29%	49%	100%

How likely are students to enroll in each of the two, six-week summer sessions by where they live while they are not taking classes



q8 What type(s) of classes would you be interested in taking in the summer?

I won't take summer classes

Math, Science

Yoga, Art

Business/Accounting

Academic classes, athletic and art or music

Business classes for AA

English and math

Art class i.e. ceramics

Not sure yet

Art online

Paleontology, drawing, painting, anthropology

Astronomy lab, chemistry, history

English, history & other general classes

Public speaking, comp sci

classes that don't require a lot of thinking

Statistics, english or art, anything to get me ahead in credits

Psychology, Math , English

Sciences and Math

Classes to get me credits

Any

Computer programming, math (calculus) or a refresher course

Permaculture, math, physics, science

Any class which is needed to graduate from SBC.

Specifically Sociology and Psychology classes

Accounting both financial and managerial

Communication, Math, English, Spanish, History

Sciences

Science or history, any GE class

Math &/or English

Math and engineering

Math

English, Math

Nursing classes, chemistry

Psychology, Forensics, Criminology, French

Anatomy

Abnormal Psych, communications, biology with lab and contemporary philosophy

Math, geography and geology

Econ, business management, math

English 110

Math

Required classes

Administrative justice

Math, English

General Eds

General Eds

Any that would go towards my GE classes

Any classes I need to transfer to a 4 year college

q9 Do you have any comments, suggestions and/or questions about the college offering two, six-week summer sessions?

Should have a winter course for the winter break

Why not have some classes that are longer than others?

It's a great idea especially to have options and more availability

Will there be field trips

Good job guys

I would suggest offering a six week summer session right after school 5/18-6/27 because it is hard for kids to leave school to enjoy summer for a little then have to go back. If the summer session started right after school ended it would be easier to attend.

Sounds like a good idea to me

Seems like a good idea for anyone who is looking to speed up the schooling process. I think it's a great idea.

Yes, if we take other summer classes at another community college how will the credits vary and can we do that?

Offer as many Gen Ed classes as humanly possible

Hopefully all classes offered are transferable

I think it's a great idea to create more opportunity!

q8 What type(s) of classes would you be interested in taking in the summer?

Classes that work towards a biology major, i.e.
Biomedical Science
General aid classes, music or photography

GE classes to get them done quicker
English class, preferable an online course
General Ed
Math classes

Maybe a math class or some pre-reqs
No interest at the moment

An english class
English, math, science, general ed most people need
English and math

I'm not sure it would depend on what general ed classes I would need

Math/english/humanities/communication

Culinary arts, general education

Biology

Anatomy

Drama/Theater/Anatomy/Chemistry

Not sure

Any

English, Math, Biology

Mostly general ed, some musical/vocal classes; anything that will help general ed go faster

Anatomu, English, Kinesiology

Photography classes, main classes, sociology classes
Sociology, beginning piano

BMS, child development, P.E.

Statistics, Chemistry 101, etc.

Not needed Math, physics and Biology-Plant or animal

Math 160, physics

Chemistry and math

Math 150, 160, maybe physics 131, 132

Math, English, P.E., Computer Science

Physics 121 or 122 or 123 and Math 160

Language, Mathematics, Physical Education

Math

Math & science classes

English, math, chem, bio

Math, chemistry, physics

Math 160, Math 200

Math 160, CS classes, English

Very interesting

q9 Do you have any comments, suggestions and/or questions about the college offering two, six-week summer sessions?

I have not heard commentary on two sessions, but whether summer school is offered

I think it helps because the time is a little more stretched

Two six-week summer sessions are perfect! I can have more choices and transfer to a University earlier.

No, I think it is a great idea and I hope it goes through because I'd attend each summer session

For every six weeks we will be able to choose different classes? If you can maybe give June 27 and then maybe a 5 day rest instead of 3 for people that are trying to take 2 sessions.

The school granting their students this opportunity would be very beneficial to both the process of transferring and ability to get limited classes.

I think doing two summer sessions is great especially for people like me looking to transfer soon

Wish this happened when I still had lots of classes to take!

I think this is a great idea because students can have options and be on schedule

Do it!

Good idea would work well for me

please try to have a variety of classes offered, then if there aren't enough students to fill class, THEN cancel, but give opportunity

If its not offered at SBCC, I'll just take it at UCSB summer sessions

I think it would be wonderful!

q8 What type(s) of classes would you be interested in taking in the summer?

Math 150, and general education classes for IGETZI

Math, English

Math 160, Math 200

Math 150, Electives

Math

English, Math, Physics, Computer Science

Chemistry

Math, Science

Online, French, Spanish, English

Engineering, computer science, math, physics, chemistry,

specifically Engineering 115/116/117, CS 120/121 and

other CS and Math 150/160/200/21/220/Phys

121/122/123

Math

Math and computer science

Math, Science, English

Calculus 150, Calculus 151

Business marketing

Marketing

P.E

None

General education

Marketing courses

None

Surfing

Business

Marketing, Graphic Design

General education, English

English/Math

Media classes

Marketing and business type classes

Too early to say

None

Forensics, not sure of the other ones!

Any

AJ, Math

Justice studies, psychology

Anatomy, Math

Don't know yet

Admin of Justice, psychology, communication, math,
english

Korean

CIS

q9 Do you have any comments, suggestions and/or questions about the college offering two, six-week summer sessions?

Courses that are about 4 - 5 days a week, and tutoring available for the dept.

Jo Miner needs to teach in the summer

Dual summer sessions only useful if more relevant classes for Engineering majors available at present that isn't the case.

Sounds dope.

Even if I don't do it, it would be nice for everyone to have the option
Will online classes be offered in the second summer session?

Great idea

It would be helpful if classes were set up in quarter type sessions because going all week is hard when you have a job.

It's a great idea!

It's a good opportunity for some student who need it

Go for it!!

No-I don't feel it really pertains to me. I'm not a full time student.

q8 What type(s) of classes would you be interested in taking in the summer?

Criminal justice, math, english, spanish

The only class I'll have left to take would be math either college level or stats.

Justice studies, Biology

Dance, Math, Law

Criminal justice, history, fitness

Criminal justice, anthropology, English

GEs and EMT

Not needed

Math, english, accounting, economics

Anything to help with my GE

PE, Marketing, Business

Psych, Phil, Eng

General Ed electives

English, political science, math, lab science, trans classes

English, Economics, Communication

Math class or science class (biology or chem)

History

English 111 and Math 117

Math, English, foreign language

Anthropology, English, arts

Criminal justice classes

Classes that won't be so hard in the six weeks

P.E. if anything at all

Creative writing, P.E.

Elective, general courses

P.E., Photography, English

IGETC requirements

General Ed, PD 100, or lower level classes like Eng 100 or Math 100. Psych 100, Get general ed out of the way.

math, economics, P.E.

Major classes

English, math, science, history, GE courses required for transfer

Hiking, meditation, Bio

General Ed

Classes like math or business classes

Math, English, Economics, Acct, History, Music

Math

None

Eng 111, Math 117 or 120, courses needed to transfer to university

q9 Do you have any comments, suggestions and/or questions about the college offering two, six-week summer sessions?

I think thats excellent two sessions allows people more opportunity to get city college completed,

How long would the days be?

Its a good idea

How many units is summer class?

I would love to take classes over summer, two periods would be great

I think this would be really beneficial because it would help me transfer faster.

I really like idea of two sessions!

I would like it.

I only say that two sessions are good to have in case others want to travel or go home, and they have options.

good luck

I think it would be great because it gives more options if you have summer plans and also we'd be able to graduate faster.

Get these classes going this next summer. Students want to transfer not be limited by time constraints.

I think its a good idea.

Good thing

I've never taken any summer classes and don't plan on doing so. I think my opinion wouldn't really reflect on the choices being made.

q8 What type(s) of classes would you be interested in taking in the summer?

English, History, all sciences
General Education classes

Not sure
Math and science
Kinesiology, Intro to Coaching, physics
GE and UC transferrable
Not sure

Math 107, science, Chem, Bio, Physics

I do not need any this summer
Anatomy, Human Nutrition

ESC:writing and grammar

I would like to take conversation or reading ESL classes
writing and grammar
Grammar 3 or 4 and writing 4
reading, gramar

ESL, English, CS

I want to take reading so I can improve
I don't know what classes yet, but I would love to earn the extra credits.

Math, English
Drama, Art, Communication

Biology, Chemistry, art history, math 107, english 110

Math, CNA courses
Math and English, maybe a GE
Psychology 101, Math 113, Astronomy 101

An elective class or physical education as second option
English and Math
Language class or other general education classes
I have no idea for I am a freshman and it is too early to tell

Typing or keyboard class
Classes that I need for my major, or english classes.

English, Math, an elective
Math, science, english
English, Spanish, Geography

Math
Easy classes

q9 Do you have any comments, suggestions and/or questions about the college offering two, six-week summer sessions?

I think it's a great idea. It would help out a lot of students with finishing their classes.
Two sessions is a good number

The pace of the classes especially english were too accelerated.

It is a very good idea

During these six week sessions will we still be able to take other classes during the summer like the regular summer schedule. Will financial aid be available.

Even though I am not in need, I would highly consider this option.

It would be nice because not everyone is able to come to school everyday this way it would be more spread out

Two six week sessions would be helpful
If you do two summer sessions, will it be healthy for the student or does the student feel overwhelmed?

offer one on one tutoring

Be nice with student!

q8 What type(s) of classes would you be interested in taking in the summer?

Major and general education

Foreign language classes, math, journalism, PE

Math!!! Precalculus

Any

PE

Financing

Philosophy, psychology

Classes for transfer, we always want to get ahead

Math and English

Business

ACCT, Econ and math

Communication classes and other general education classes

English, Math, Lab sciences

General cGeneral culture, majors

Ones for my major

Science, General Education

Music

I need the break from academics during the summer

Communication classes, English classes (GE requirement classes)

psychology, communication, math, english

General Ed courses

Music related classes or a creative writing class

Surfing classes or law classes

General subjects/chemistry

Biology

Culinary/Hospitality courses for degree or GE courses for IGETC for transfer

english, math, anatomy, computer technology, biology, physics

marine biology

history and english

English

math, english, communication

classes which become my credits for graduation

English 111, math

US history, writing (creative, journalism)

General, and EMT

I don't know yet

General education and film production classes

General education, sciences, english 110 & 111

Electives

A math or english course

Math class, business, GED class too

q9 Do you have any comments, suggestions and/or questions about the college offering two, six-week summer sessions?

I think it's a good idea because students can choose one of them which makes it easier and more encouraging to attend summer session

I love SBCC

If you could pick one of the two summer sessions, not have to enroll in both that would be convenient

I say do it! I took summer school at SBCC 2 summer ago and it took up too much time.

Students want one consistent session, two takes time out of summer

Two sessions would be great.

Why not sooner

do it!

Great, maybe more courses should be offered

Are you going to change it? Is it same tuition even though it's short?

If so, I won't. Way too expensive.

I think it is a great idea.

Please offer EMT classes

I think it's great. The time is more flexible.

I've filler this out twice

Do it!

Will there be online classes and can I do it in another country?

q8 What type(s) of classes would you be interested in taking in the summer?

Japanese
 English class
 Math, science, Japanese
 I'm not sure.
 Japanese, Digital Drawing

 elective classes, minor classes, japanese culture class
 English class, any kind of GE classes

 Korean 103

 TEFL, Japanese
 TV
 Major related classes
 GE classes, which would be light enough to take during the summer

 Nothing

 Nothing

 English
 GE classes
 Chemistry

 PE, Music, Art and English

 Math classes

 General classes or most common classes that are needed to transfer
 Math classes

 GE & management classes
 psychology, communications, any
 Pilates, hiking, surfing, & classes that fulfill my art requirements, math (definitely), film/photography, communications
 PE classes, English
 Economics, culinary and math

 General education classes
 Art related classes
 General education classes
 More bio-medical classes

 CNA, math, biomed

 psych, song writing, english

q9 Do you have any comments, suggestions and/or questions about the college offering two, six-week summer sessions?

Sounds great

 If you offer it in 2 sessions, don't make me choose between the two if I can't attend both.

 Please open more classes for each different major every time we register, there are always some classes showing "closed"
 We need TEFL certification courses. I need these courses for JET program application

 I think two six-week summer sessions is good

 Summer sessions should not be in the middle of summer vacation because the vacation will be seperate for two parts. It's hard for people who want to go to their home country.

 It is really helpful
 Great idea! I hope people take advantage of this & feel like only people with high GPA will take advantage instead of students that tend to drop out. There should be a way to make sure that there's not too many drops. People get mad when good students want to succeed and drop outs take the spot.

 Good idea!

 Will you receive full unit credit as if you were taking a semester course?

 Summer sessions are great to catch up on required classes to transfer to a 4 year university

q8 What type(s) of classes would you be interested in taking in the summer?

art classes, graphic design, psychology classes

Algebra ethics and astronomy
Biology, chem, english, social studies
Biology, chemistry, math, english & communications
english, math, science
Marine biology
I'd like to take my core classes during summer, such as
English, History, Math
Math 107, English 111 & 110
Science classes
communications
any classes I need for my G.E.

Business, keyboarding, The 7 habits of effective people, communications, short intensives
French 140, Animation, Freehand drawing

Communications, marketing
general education
Art classes

math, psychology, lab science, or english

Online classes or any general education I can get done
Math and English
Electives, science
Math, English, General
Classes towards my IGETC so I can transfer quicker
Either one full english or math course and an elective
I would be interested in taking courses I need to take
Math, English, General

English and Math classes
I would like to try online classes
More of my GE classes
Business
English, math, science, history, languages
Classes I would need if I failed or needed to take to transfer
Math 138 - DVC, Comm Intrapersonal
My general eds
Biology, film studies, photography, english, math
art classes or GE's
Too early to tell
Philosophy, English 110 & 111, College Algebra,
psychology
English and Math classes
Political science

Transferrable Math
Electives
Math & spanish/language classes

GE requirements or entry-level classes, in order to be able to focus more on more difficult and major classes

q9 Do you have any comments, suggestions and/or questions about the college offering two, six-week summer sessions?

If feasible, the more choices for education the better

All depends on financial aid
No. Just to be informed if it becomes an option

Speaking for myself, I can't take a 3-4 unit class in 6 weeks because of work, family obligations but a low unit intensive would be great.

One of the reasons I would be reluctant to do two six week courses is because that is a lot of information for such a short time.
do it!

if you do end up creating these programs, please make sure we know what we need to do to enroll and sign up correctly.

Good job

It's a great idea!
Sounds like the May 18th - June 27th is good
I think the two 6-week summer sessions would be great!

Why not
Do we have to enroll into both summer sessions?

Too early to tell

It would really allow students to get more units covered.
It would be a good idea

2 summer sessions would be extremely beneficial to students

I think it is a good idea to have two six week summer sessions

Good idea, makes SBCC seem like it is much more urgent about helping student succeed. Also it would help with grads since students wouldn't have to cram their schedule

q8 What type(s) of classes would you be interested in taking in the summer?

q9 Do you have any comments, suggestions and/or questions about the college offering two, six-week summer sessions?

Any and all

Microeconomics, Macroeconomics
communications

major requirement courses and IGETC general education
not srure yet

Any classes that I need to take in order to
transfer/General Ed
Political science classes
Higher level language classes (103+) or just a more
expansive list of languages
English, Math, Business, General Ed.

history or political science
Math and English
P.E., major requirements, transfer requirements
English, other languages, political science

Math and English
English, Math any labs, anything to fulfill IGETC
requirements

political science & psychology

English or Math
P.E., general education and any other class I need.

Language courses or elective classes

English and Math

Political science, speech, athletics/karate/conditioning
Class required to full IGETC, science classes or ones
harder to take during more popular semesters
Language courses, political science, EconomicsComm,
language

Political science, computer programming/science
IGETC classes

Anthropology, Political Science, Statistics, Economics
Poli Sci and Comm 121
Physiology, nutrition chemistry
spanish, business relations
general education

math, english, communications

Communication, english

Courses that have to do with my major and possibly math

English, Math, and Sociology or Psychology

It would be very helpful to transferring students

Yes have the library open longer over summer session. The
restricted hours over summer 2013 was difficult to deal with.

The more options the better. If I could take two math classes over
the summer, it would save money and time.

Please offer General Ed and IGETC required courses. Thank you!

Two summer sessions would be much better for students who live
abroad so that they have time to go home.
Would all classes be offered in both programs?

Would it be all classes

My girlfriend goes to Berkeley which has a diff schedule, so this might
be nice.

I believe it would be a good idea
Classes like economics that are of high demand during Fall and
Spring would be useful offered in the summer

I would really like to have the opportunity to have 2 summer sessions
This would be ideal for my plan. Help me get to my graduation goal
on time.

What classes would be offered and who would be teaching them?
To what level would the classes be taken as in how high would the
academic degree go?

I think it would be extremely helpful and beneficial to a lot of students

q8 What type(s) of classes would you be interested in taking in the summer?

math and photography
Math

Chemistry, statistics

Classes for my major which is psychology

I took statistics and wanted to take public speaking

Math and either history or science

don't know yet

Math, English. all general education courses

physics or math

Foreign language or science class

Electives

math, english, accounting

Biology, Chemistry, Math

Political science, Art History, Foreign Languages such as

Japanese, Sustainability, Biology

Math and English, General Education classes

I would like to take English

Languages and Math

History of rock n roll, math, other elective classes to boost my units

Math, English, anything that would finish an IGETC requirement

General education requirements/sciences

music

film, communication, history

English, PE, Astronomy

music

sculpture, astronomy lab

online HIT classes

fun classes

business, acting, italian

Italian and Psychology

math and english

Film, Italian, History, Architecture

A language class of some kind or a math class

Physics, Art

language, business, or general classes

All

English

psychology, early child education

i don't know

Language, music

college success, note taking

English 110/120

Psychology, music, earth sciences, language

Not sure yet

Any

q9 Do you have any comments, suggestions and/or questions about the college offering two, six-week summer sessions?

The timing of session 1 is nice!

This is a good idea it will allow students to complete units more quickly if they choose to do so.

It could be a good move.

I think it is a great idea because it allows for more flexibility and offers more classes in the long run

Would the online classes be offered at both times?

For a foreign student, I prefer doing the first summer session so I can go back home also for several weeks before fall semester

it would be useful and convenient

Make one May 18 - June 27 instead of one directly in the middle of summer (June 16 - July 26)

Great idea, will allow for a "fast track" for students able and willing to attend summer sessions

too early to tell

can miss three days before being dropped

No besides more parking

Architecture courses

would you have to enroll i both the May 18 - June 27 and June 229 - Aug. 8?

Do we have to enroll in both summer sessions?

q8 What type(s) of classes would you be interested in taking in the summer?

q9 Do you have any comments, suggestions and/or questions about the college offering two, six-week summer sessions?

There are no classes that I need to take over the summer
 Biology, Math
 Math, spanish
 Math
 English and Math
 Astronomy
 Chemistry, psychology
 I would be interested in taking Math

Good idea

I think this would be very helpful
 This would be helpful

Ones that will get me out of the community college faster

English 110, English 111
 Any and every one possible
 All
 Science, math, or language classes
 math and english
 Coding, math, science

Do it!

IGETC classes!

It would not pertain to me because I would not take courses over the summer

None

Summer classes

fitness
 culinary
 culinary classes

Specialization classes

Wines, catering, nutrition, sanitation
 Anatomy, psychology, PE, culinary

culinary program

Hotel hospitality

If the classes that pertain to the culinary arts certificate then I can finish quicker and would maybe take those over the summer

General Ed, green/environmental, geography
 Math
 Computer and music

It would be really amazing if you offered culinary classes during the summer

culinary classes!!!

Any culinary classes
 creative writing, food education classes, any culinary classes
 computer
 culinary

Personal Development

FD

Maybe an athletic class or if I really need something,
 Math most likely
 Anything I need to transfer
 Math

When will we know if this will be taking place?
 would be useful to finish faster

Science classes
 general as well as science
 science classes
 general as well as science

When will we know if this will be taking place?
 would be useful to finish faster

q8 What type(s) of classes would you be interested in taking in the summer?

Anatomy, Chem, English, SOC 101

Math, psychology, sociology
 Psychology, sociology, PE, math
 GEs or classed needed for transfer degree
 General Ed
 Any PE and business major classes

English, math, PE
 General Ed
 Philosophy, Psychology
 Nutrition, Anatomy
 Science, PE

PE

Tennis, swimming
 History, science
 Film
 Any science classes - Chem, Bio, BMS
 Anthro, math, English, PE
 Lab (bio or enviro), math, psych
 Not interested this summer because I am transferring Fall '14 and don't need more units
 BMS 107, Kickboxing, Communication 100, 101
 PE

PE - pilates, yoga, swim, etc.
 Associates degree requirements

General Ed
 All types
 math/science labs
 Accounting
 Math

kinesiology AA-Transfer requirements
 economics
 math, english, programming
 general ed
 Math
 Marine diving Tech courses
 English 110, 111
 Architecture/drafting/physics
 Communications
 Science
 Sciences
 GEs and sciences!
 calculus

math and science
 physics, bio, chem
 English 110, 111
 Athletic classes that transfer

q9 Do you have any comments, suggestions and/or questions about the college offering two, six-week summer sessions?

Please make it happen

I like that there would be two sessions offered so that I could choose which one to take. I would probably not do both.

Great idea!
 it's true a great idea

It would be a good idea because it gives a chance to finish sooner

Make sure the classified staff support is adequate. 2nd summer session=extra work for them. Overtime hours for 2nd session?

keep up the good work

Please do two sessions! Thanks :-)

I think it's a great idea!

Should help working students who may have a vacation. One session best for academic classes - 2nd for PE and Art

Students that take school serious and won't drop out should get priority
 good idea

I suggest a winter break session

Sounds like a good idea-Will help me out during the fall and spring

architecture

sounds like a great idea

q8 What type(s) of classes would you be interested in taking in the summer?

spanish, physics, english

sociology

marine bio, photography

not taking classes

English 110

Art classes, graphic design classes, possibly core classes or PE

Art classes, graphic design classes, possibly core classes or PE

General Ed

English, Math, Auto, Swimming, Strengthening and conditioning

Art classes, graphic design classes, possibly core classes or PE

Human Anatomy, Spanish and art

Undecided

Art, General Education

Art, Business, Drafting

Tranferring next fall

Drawing/painting, math, music classe, history

math

art, math, english

art and communication

English (ESL), Yoga

Intl. Business management, English

math or english

math

English and computer science

math, spanish or arabic, languages

interesting classes

sports

ESL, Art 120

English can help us quickly go to another level

Not decided yet

Grammer, reading

Math, English, Physics, GE

English and math

Reading and writing classes

Culinary any PE

Any classes

Writing

Writing

PE

q9 Do you have any comments, suggestions and/or questions about the college offering two, six-week summer sessions?

This would help a lot with cutting down my time here at SBCC so I can transfer sooner.

Good idea!

They should offer classes

I don't know if this applies but an architecture class should be offered

Supportive of summer sessions for incoming freshmen!

I think it's better to not limit the student credit, and can take more than two classes.

q8 What type(s) of classes would you be interested in taking in the summer?

Math and English

English and Physics
ESL class, language class, life fitness

Natural science, computer science
Comm 100

English and Math
Swim, soccer, skateboard
English and PE
English and Math

ESL, Math

Math and English
PE and Math
English, Psych, Japanese, PD100

PE and Math

Art
English

Math 200 & 220, English 111

I would be interested in taking a fitness class

Political science, American history, Italian, Interpersonal communication

Physiology, Anatomy, Spanish 103, Comm131, English 111
GE classes

Spanish online, stats, marine biology, sign language

q9 Do you have any comments, suggestions and/or questions about the college offering two, six-week summer sessions?

That's a good idea. It will help us get more credits
I hope there are more options for class in the new summer sections because I saw the past summer semester only had a few classes were provided

I hope summer session could be earlier and international students can go back to hometown earlier.

I want to change the date of summer session, May 18 - June 17 is better

I think two six week sessions is not a good idea. Just one session is better than two.

It's a wonderful idea that is extremely helpful to students, especially those wishing to transfer

I think it would be beneficial to many students

It would be a great idea!

It would be more convenient for students who work like me

It would be extremely helpful to students

2014 – 2015 and 2015 – 2016 SBCC Academic Calendar Options
DRAFT: Two 6 – week summer sessions in 2015
October 15, 2013

Option 1: Traditional Spring Start Date

Summer 2014

June 16, 2014 – July 26, 2013

Fall 2014

August 25, 2014 – December 13, 2014

Spring 2015

January 26, 2015 – May 23, 2015

Summer I 2015

June 1, 2015 – July 11, 2015

Summer II 2015

July 13, 2015 – August 22, 2015

Fall 2015

August 31, 2015 – December 19, 2015

Spring 2016

January 25, 2016 - May 21, 2016

Option 2: Early Spring Start Date (1 week)

Summer 2014

June 16, 2014 – July 26, 2013

Fall 2014

August 25, 2014 – December 13, 2014

Spring 2015

January 20, 2015* – May 16, 2015 (*Tuesday start date)

Summer I 2015

May 18, 2015 – June 27, 2015

Summer II 2015

June 29, 2015 – August 8, 2015

Fall 2015

August 24, 2015 – December 12, 2015

Spring 2016

January 25, 2016 - May 21, 2016

Summer 2014 6/16 - 7/26
Fall 2014 8/25 - 12/13

2014 Calendar

January							February							March														
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa								
28	29	30	31	1	2	3	4	28	29	30	31	1	2	3	4	5	6	7	8	23	24	25	26	27	28	29	30	31
5	6	7	8	9	10	11	9	10	11	12	13	14	15	9	10	11	12	13	14	15								
12	13	14	15	16	17	18	16	17	18	19	20	21	22	16	17	18	19	20	21	22								
19	20	21	22	23	24	25	23	24	25	26	27	28	29	23	24	25	26	27	28	29								
26	27	28	29	30	31	1								30	31	1	2	3	4	5								

April							May							June						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
4	5	6	7	8	9	10	27	28	29	30	1	2	3	1	2	3	4	5	6	7
13	14	15	16	17	18	19	4	5	6	7	8	9	10	8	9	10	11	12	13	14
20	21	22	23	24	25	26	11	12	13	14	15	16	17	15	16	17	18	19	20	21
27	28	29	30	1	2	3	18	19	20	21	22	23	24	22	23	24	25	26	27	28
							25	26	27	28	29	30	31	29	30	1	2	3	4	5

July							August							September						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
3	4	5	6	7	8	9	27	28	29	30	31	1	2	23	24	25	26	27	28	29
10	11	12	13	14	15	16	3	4	5	6	7	8	9	7	8	9	10	11	12	13
17	18	19	20	21	22	23	10	11	12	13	14	15	16	14	15	16	17	18	19	20
24	25	26	27	28	29	30	17	18	19	20	21	22	23	21	22	23	24	25	26	27
							24	25	26	27	28	29	30	28	29	30	1	2	3	4
							31	1	2	3	4	5	6							

October							November							December						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
4	5	6	7	8	9	10	28	29	30	31	1	2	29	30	31	1	2	3	4	
11	12	13	14	15	16	17	5	6	7	8	9	10	7	8	9	10	11	12	13	
18	19	20	21	22	23	24	12	13	14	15	16	17	14	15	16	17	18	19	20	
25	26	27	28	29	30	31	19	20	21	22	23	24	21	22	23	24	25	26	27	
							26	27	28	29	30	1	28	29	30	31	1	2	3	
							30	1	2	3	4	5								

10, 15, 13

Option 1: Traditional Spring
 Spring 2015 1/26 - 5/23
 Summer I 2015 6/11 - 7/11
 Summer II 2015 8/31 - 12/19

2015 Calendar

January

Su	Mo	Tu	We	Th	Fr	Sa
28	29	30	31	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	1	2	3	4

April

Su	Mo	Tu	We	Th	Fr	Sa
27	30	31	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May

Su	Mo	Tu	We	Th	Fr	Sa
25	27	28	29	30	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June

Su	Mo	Tu	We	Th	Fr	Sa
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

July

Su	Mo	Tu	We	Th	Fr	Sa
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August

Su	Mo	Tu	We	Th	Fr	Sa
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31	1	2	3	4	5

September

Su	Mo	Tu	We	Th	Fr	Sa
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October

Su	Mo	Tu	We	Th	Fr	Sa
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December

Su	Mo	Tu	We	Th	Fr	Sa
29	30	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Option 2: Early Start Spring
Spring 2015 1/20 - 5/16
Summer I 2015 5/18 - 4/27
Summer II 2015 4/29 - 8/8

2015 Calendar

January

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	1	2	3	4

Fall 2015
8/24 - 12/12

April

Su	Mo	Tu	We	Th	Fr	Sa
27	28	29	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	1	2

May

Su	Mo	Tu	We	Th	Fr	Sa
26	27	28	29	30	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31	1	2	3	4	5	6

June

Su	Mo	Tu	We	Th	Fr	Sa
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	1	2	3	4

July

Su	Mo	Tu	We	Th	Fr	Sa
26	27	28	29	30	31	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31	1	2	3	4	5

August

Su	Mo	Tu	We	Th	Fr	Sa
24	25	26	27	28	29	30
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	1	2	3

September

Su	Mo	Tu	We	Th	Fr	Sa
30	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	1	2	3	4

October

Su	Mo	Tu	We	Th	Fr	Sa
27	28	29	30	31	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

November

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	1	2	3	4	5

December

Su	Mo	Tu	We	Th	Fr	Sa
30	31	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

232 responses

[View all responses](#) [Publish analytics](#)

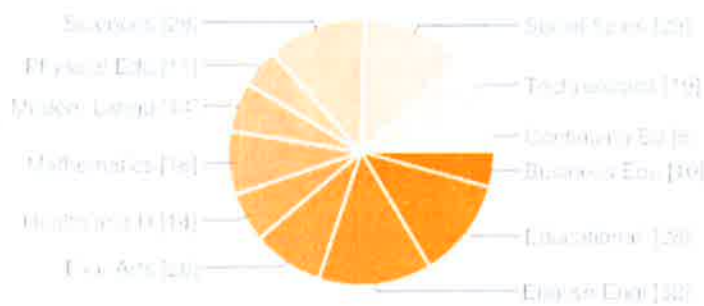
Summary

What is your faculty employment status?



Full Time	133	57%
Part Time	99	43%

What is your primary educational division?



Business Education	10	4%
Educational Support	28	12%
English/English Skills	32	14%
Fine Arts	20	9%
Health and Human Services	14	6%
Mathematics	18	8%
Modern Languages/ESL	14	6%
Physical Education/Athletics	11	5%
Sciences	28	12%
Social Sciences	29	13%

Technologies	19	8%
Continuing Education	9	4%

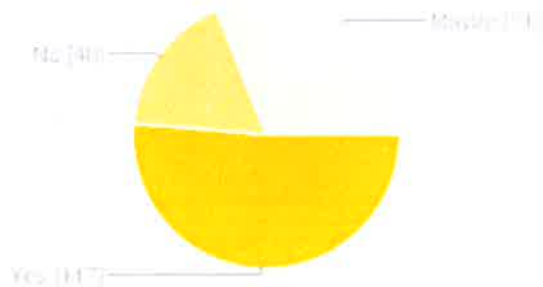
Have you taught any summer sessions at SBCC in the past?



Yes	167	72%
No	65	28%

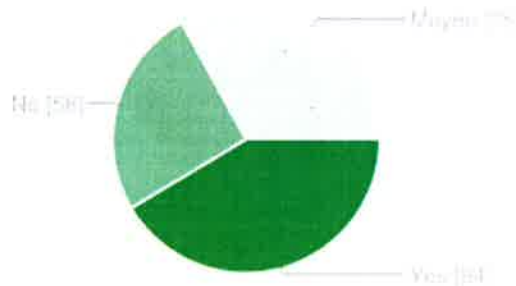
Summer Session Survey: Looking Ahead

Given the opportunity, would you teach Summer Session I (May 18, 2015 – June 27, 2015)?



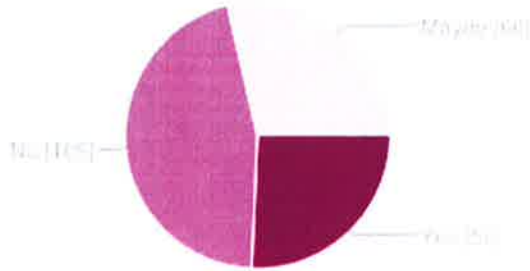
Yes	117	51%
No	40	18%
Maybe	71	31%

Given the opportunity, would you teach Summer Session II (June 29, 2015 – August 8, 2015)?



Yes	94	41%
No	58	26%
Maybe	75	33%

Given the opportunity, would you teach BOTH summer sessions (May 18, 2015 – June 27, 2015 and June 29, 2015 – August 8, 2015)?



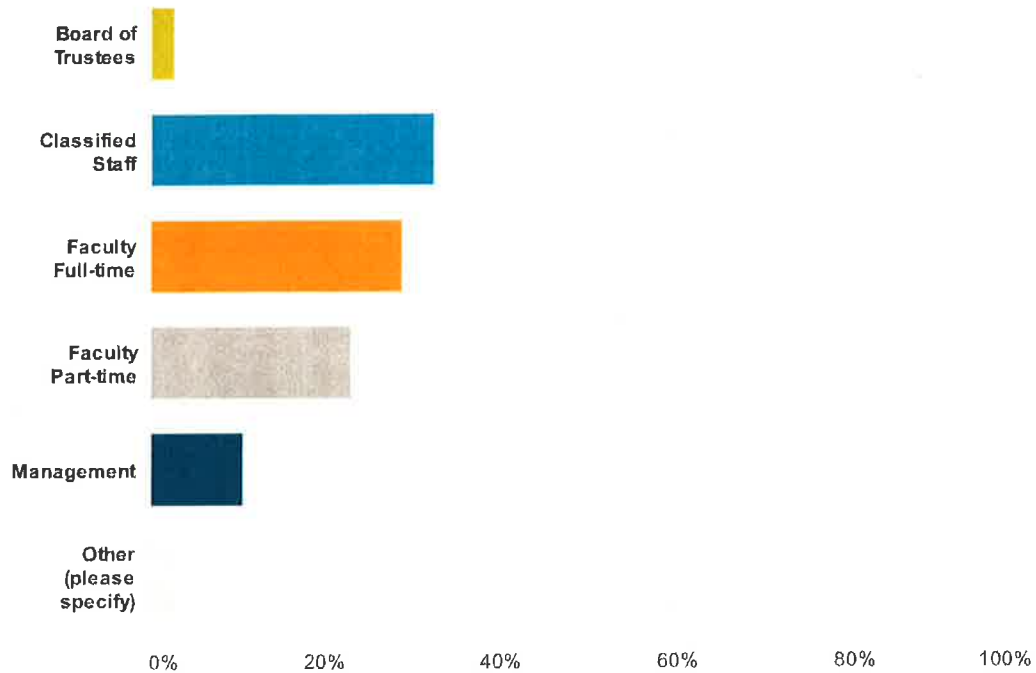
Yes	59	26%
No	105	46%
Maybe	66	29%

Number of daily responses



Q1 What is your primary role?

Answered: 255 Skipped: 0



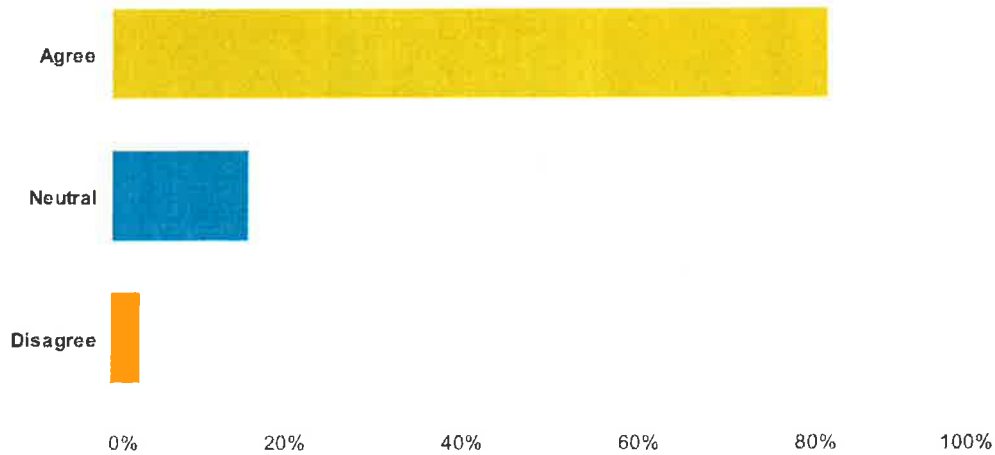
Answer Choices	Responses	
Board of Trustees	2.75%	7
Classified Staff	32.16%	82
Faculty Full-time	28.63%	73
Faculty Part-time	22.75%	58
Management	10.59%	27
Other (please specify)	3.14%	8
Total		255

#	Other (please specify)	Date
1	hourly staff	10/25/2013 8:41 AM
2	Financial Support	10/22/2013 3:34 PM
3	Campus Staff	10/21/2013 12:23 PM
4	student	10/18/2013 10:19 AM
5	SBCC Foundation Staff	10/17/2013 1:07 PM
6	faculty part time and classified	10/17/2013 12:36 PM
7	Emeritus Faculty	10/17/2013 12:22 PM
8	RN student health services	10/17/2013 11:14 AM

	Responses	Total Population	% Responded	Notes on Total Population
Board of Trustees	7	7	100%	Board Membership
Management	27	49	55%	Leadership Coalition (Dan) 29 + Supervisors (Jason) 14 + Lori, Jack, Joe, Pat, Paul = 48. Fall 2013 Management Distribution List = 50.
Faculty Full-time	73	250	29%	From latest FON headcount, minus non-replaced retirements and resignations
Classified Staff	82	288	28%	Fall 2012 MIS Report
Faculty Part-time	58	561	10%	Fall 2012 MIS Report
Other	8	8	100%	See responses to Survey Question 1 under "Other"
TOTAL	255	1,163	22%	

SBCC's mission statement reads: "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." To what extent do you agree that we are fulfilling our mission?

Answers: 276, Skipped: 0



Answer Choices	Responses	
Agree	81.30%	200
Neutral	15.45%	38
Disagree	3.25%	8
Total		246

#	Additional comments	Date
1	It's anything but diverse, extremely liberal-homogeneous, and does not foster opportunity for all, especially if you're ethnic minority.	10/27/2013 4:13 PM
2	Every student with whom I have chatted has talked about the classes and teachers with praise and excitement.	10/26/2013 8:36 PM
3	We are on our way	10/26/2013 7:58 PM
4	SBCC students are provided so many stimulating opportunities to study and explore. Time and time again I hear about how an individual's interest was sparked in an area they had never even considered pursuing. Opportunities are available for those from all different backgrounds - cultural, economic or educational.	10/26/2013 5:22 PM
5	There needs to be a strong plan for promoting diversity in the fields of Mathematics, Engineering, and Computer Science.	10/25/2013 9:33 PM
6	I see the most diversity in our individualized instruction environment and think SBCC is smart to support that model in certain programs.	10/24/2013 10:54 AM

Reflections on SBCC 2013

Att. 4.2
CPC 11/19/2013

7	I think Dr Lori Gaskin has done a great job of promoting the reorganization of SBCC. I think one of the helpful events has been the new In-service format which includes staff and faculty together,	10/24/2013 9:02 AM
8	a diverse learning environment.... Agree that inspires curiosity and discovery Neutral promotes global responsibility Disagree fosters opportunity for all Disagree	10/24/2013 9:01 AM
9	Most of us view our time here as more than an occupation, we have answered the call or vocation to change lives.	10/23/2013 2:51 PM
10	SBCC is an excellent institution, We are very student-centered here, and I love that. Faculty and staff regularly go above and beyond contract expectations to help our students.	10/21/2013 9:40 PM
11	But am concerned that students and faculty are unaware of changes in repeatability, financial aid, academic progress, and more. Before they could sort of stumble through and have second chances. We're still enrolling the same population (1st generation, re-entry, etc.), but they are not aware of how to avoid mistakes, recoup in the middle of a semester, or cut their losses in an intelligent manner. Also, problem of underprepared students enrolling in sophomore courses has much higher consequences now.	10/20/2013 5:38 PM
12	we could work on the "for all" part	10/18/2013 8:07 AM
13	We attempt this. To some extent we succeed. We need a lot more counseling for students who are lost at sea and don't admit it.	10/17/2013 6:04 PM
14	But not always. We need a lot more professional development in our flex days.	10/17/2013 4:21 PM
15	We are number one in the nation, yet our facilities are in a state of disrepair	10/17/2013 4:05 PM
16	There seems to be a disconnect between the stated mission and the reality in the classroom. Some of this stems from the frustration of faculty over the number of students who come to SBCC without the skills necessary to succeed at the college level. Better advising and strict prerequisites may remedy this.	10/17/2013 1:35 PM
17	SBCC is simply phenomenal in our dedication to student success. I am so proud to be working with such amazing colleagues.	10/17/2013 12:43 PM
18	It is difficult to answer this question without acknowledging gaps in service in my particular area of instruction. Although I feel the college likely does an excellent job for credit students, there are many areas in need of additional funding for purchase of new textbooks and learning materials, curricula development, professional development for instructors and staff, etc. We have students studying for computerized tests in classrooms with no/ insufficient computers, etc.	10/17/2013 12:32 PM
19	The sad state of the physical surroundings contradict the mission statement. How can we hope to provide "a diverse learning environment that inspires curiosity and discovery, promotes global responsibility, and fosters opportunity for all," when buildings are in such a dilapidated state? Have you seen the bathrooms?	10/17/2013 12:29 PM
20	When students are not provided with the services we state we will provide for them then we are not fulfilling what is on the mission statement. When services to students are not provided to the student in a timely manner then we are not fulfilling our mission.	10/17/2013 12:01 PM
21	I think that the college is performing reasonably well under the circumstances, but as one who is old enough to remember that community colleges, and all California institutions were tuition free and that fighting for a budget took up much less of these institution's time, education was much more accessible and of higher quality than it is now. California was number one in the 1960s, and I understand it ranks 33, according to one survey. The tariff of \$56 per unit is not the best way to fulfill any mission.	10/17/2013 11:50 AM
22	I think the big picture, going back a couple of decades, supports the idea that SBCC creates an environment that contributes to the success of each student. I think the recent influx of overseas students has diluted this to a serious degree	10/17/2013 11:45 AM
23	The parking problem, lack of on-campus offices and the single seat on the Academic Senate leave adjuncts marginalized. Increasing the number of seats would require amending the AS Constitution, which is only slightly less difficult than cold fusion. That means 2/3 of instructors are not being optimized, tapped or even shared. I would love to hear about what works for others, for example,	10/17/2013 11:34 AM
24	there could be improvement in some areas, for example losing the cyber center look away access for many students who would be working on campus and now do not due to over crowding in other areas where there are computers to use.	10/17/2013 11:17 AM
25	vocational needs of low income residents are not receiving enough resources	10/17/2013 11:07 AM

Reflections on SBCC 2013

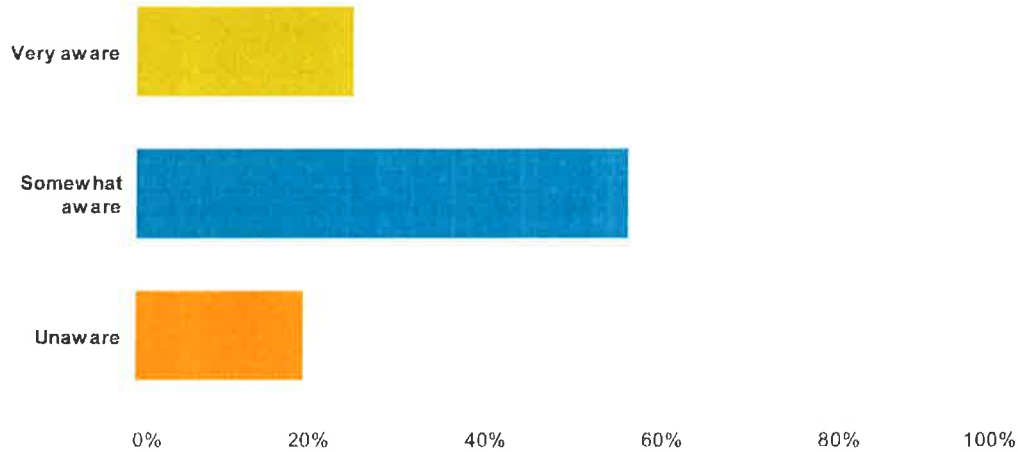
Att. 4.2

CPC 11/19/2013

- | | | |
|----|---|---------------------|
| 26 | student success here MEANS pass every student. Quality is out the window. Students who complain to Admin get passed. They know this. We no longer have "a diverse learning environment" because of the CCLC ruling we cannot "offend" a student. So, no "ethnic slurs" meaning you no longer can run Martin Luther King's I HAVE A DREAM speech, nor show TO KILL A MOCKINGBIRD", nor SCHINDLER'S LIST, etc. How "diverse" is that? Oh yes, and don't state that Creation Theory is wrong or you'll be fired. | 10/17/2013 11:07 AM |
| 27 | More needs to be done before they get here. | 10/17/2013 11:06 AM |

What is your general level of awareness of SBCC's planning and budgeting processes?

Answers: 246 Skipped: 0



Answer Choices	Responses	
Very aware	24.80%	61
Somewhat aware	56.10%	138
Unaware	19.11%	47
Total		246

#	Additional comments	Date
1	I appreciate the increased level of transparency and thoughtful presentation of budget issues compared to three years ago.	10/28/2013 6:57 PM
2	Very poor communication about budgeting and planning. Information goes up the chain but rarely comes down the chain. Decisions are made outside faculty involvement. Chairs get information late or not at all. College culture emphasizes non-transparency.	10/27/2013 4:13 PM
3	The inclusive processes for decision making are very useful and exciting.	10/26/2013 8:36 PM
4	The budgeting process at SBCC has been more finely honed over the past three years. Board members have consistently reiterated their expectations for a clear, transparent and highly participatory process. Our new Superintendent/President has taken this even further, introducing zero base budgeting to operational budgets.	10/26/2013 5:22 PM
5	Some departments are given generous allocations, while other departments are given barely enough money to survive. There seems to be no basis for this extreme disproportionate allocation of funds.	10/25/2013 9:33 PM
6	While I'm not aware of all the intricacies, my supervisor includes my team in the annual Program Review process, and shows us how to use the online purchase requisition system. He also recommends that we look at the Program Reviews for other departments to see if their requests for the next budget cycle will impact us.	10/24/2013 9:02 AM
7	SBCC's planning Somewhat aware budgeting processes unaware	10/24/2013 9:01 AM
8	I am on the Senate	10/24/2013 8:11 AM
9	I am part-time and I am not on any committees. Any info that I get about planning and budgeting, comes in the forms of emails.	10/18/2013 11:29 AM

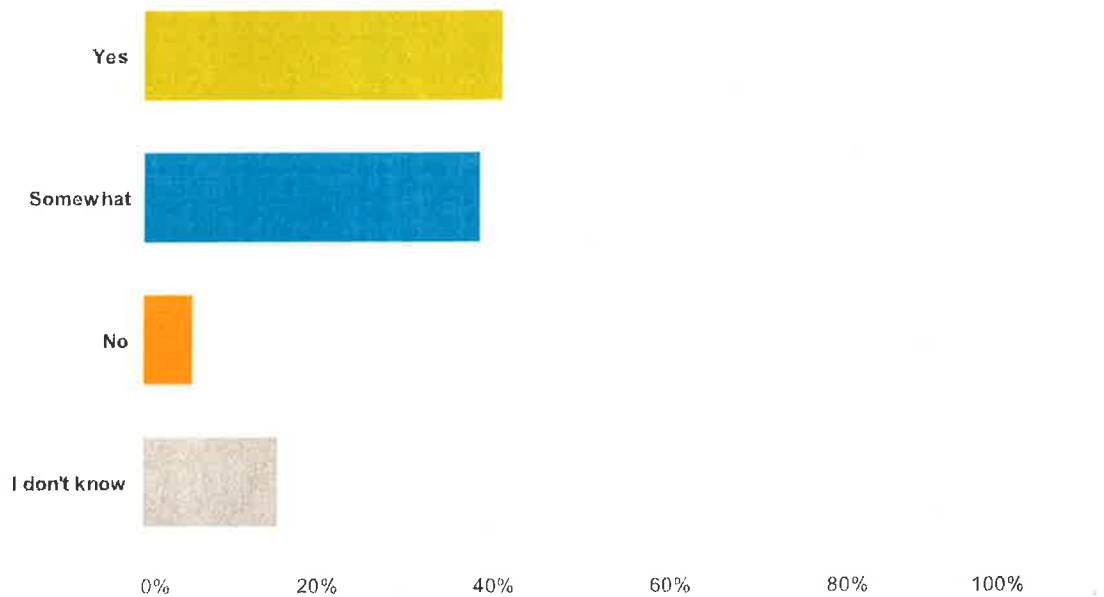
Reflections on SBCC 2013

Att. 4.2
CPC 11/19/2013

10	Communication is spotty and frequently contradictory. We are told that staff must be cut due to budget concerns and then additional staff are hired/transitioned from other departments. For example, we are advised that the college is interested in streamlining systems and informed that the money is there to enable this important change then told that a one stop computerized version might be too expensive.	10/17/2013 12:32 PM
11	If the reports were more readable and to the point, I would better know what's going on. Too much legalese and not enough plain English.	10/17/2013 11:50 AM
12	I support 2 scholarships -- for returning students	10/17/2013 11:45 AM
13	Planning and budgeting processes are not always communicated well, I usually hear about submission deadlines for planning right before they're due or after the fact (if I hear about them at all) unless I ask around about timelines.	10/17/2013 11:34 AM
14	In the past 3-4 yrs it has been very difficult to get consistent reports of what our department's finances actually are. Hopefully with the new leadership this will change.	10/17/2013 11:18 AM
15	millions raised some years ago through Measure V, TO BE SPENT on a new digital arts building was spent on football field and stands improvements, including "Boxes" for Admin., increases to Admin. salaries, etc. SBCC BROKE THE LAW AND LIED TO THE TAXPAYERS. And we lost the best Dean we ever had as a result.	10/17/2013 11:07 AM
16	There is no perceived benefit to saving the college money so people short on time do not make a lot of effort to negotiate contracts or research cost savings with CMAS, GSA contracts or even routine maintenance contracts that could be discounted of several years were paid in advance. This type of short sighted-ness by the college is extremely frustrating to see along with the "use it or lose it" mentality. Zero based budgeting will help, but I still see a hoarding of resources campus wide.	10/17/2013 11:06 AM

Q4 Does SBCC have effective planning processes?

Answered: 180 Skipped: 50



Answer Choices	Responses	
Yes	40.82%	30
Somewhat	38.27%	75
No	5.61%	11
I don't know	15.31%	30
Total		196

#	Additional comments	Date
1	This is a work in progress but under Dr Gaskin SBCC will finally have an Educational Master Plan and coordinated supporting plans including Technology and Facilities. Dr Gaskin has also encouraged and supported meaningful shared governance in developing these plans.	10/28/2013 7:04 PM
2	SBCC puts on a show, but in reality is not effective or transparent	10/27/2013 4:30 PM
3	See above	10/26/2013 8:36 PM
4	Dr. Gaskin has taken the lead in institutional planning processes. From the time she came on board, she noted that our college had not been engaging in proper planning for several years. There is campus wide excitement over the facilities and educational plans being discussed and developed, as well as the implementation of effective institutionalized planning processes.	10/26/2013 5:31 PM
5	The VP of the college is operating the college in a manner that is autocratic. Many rules are disregarded at SBCC.	10/25/2013 9:37 PM
6	Hah! The right hand still doesn't realize there's a left.	10/25/2013 4:32 PM
7	Not enough representation for/by adjuncts	10/24/2013 10:55 AM
8	seemingly so from someone somewhat on the outside looking in.	10/24/2013 9:33 AM
9	The Program Review website seems to work well.	10/24/2013 9:21 AM

Reflections on SBCC 2013

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10	Some things happen outside of the normal planning process, behind the scenes.	10/24/2013 8:48 AM
11	I assume so.	10/21/2013 3:54 PM
12	I feel there is a great amount of disconnect in the process, Administration should consult more with the faculty.	10/20/2013 7:12 PM
13	I've been here a long time and teach in English; we have participated in multiple student success and grant driven initiatives, most of which help students. On the other hand, little comes to the department first. There's little discussion within the department of how we can help one program support another. Instead, we seem to be carrying out specific requirements of imposed initiatives. I don't believe this is necessarily a departmental failing; things happen quickly and we have to respond quickly. Rather, I think administration (deans, VP's) need to lead a discussion on how all of this can work together within departments and across disciplines. That is, how do new initiatives dovetail with existing programs; how can existing programs support new programs?	10/20/2013 5:43 PM
14	Planning takes place, how each department gets heard and given support ranges.	10/20/2013 3:42 PM
15	I'm so new to campus and my role as a tenure track faculty member, that I haven't been immersed long enough to know anything about the planning process.	10/19/2013 12:20 AM
16	I do not believe there is sufficient rotation of leadership in those involved on planning committees.	10/17/2013 7:14 PM
17	I don't know because there seem to be so many committees, standing and ad hoc that contribute to planning. I would like to see one standing committee take charge, and its representatives being elected to their seats.	10/17/2013 4:26 PM
18	The long term planning is not taking into consideration the centrality of the Media Arts in today's work environment. Nearly all fields of employment demand a working knowledge of media tools (cameras, software) and a thorough familiarity with concepts (effective communication through graphic design, photography, websites, cinema...)	10/17/2013 4:15 PM
19	Communication between administrative units, faculty governance bodies and faculty is often ineffective.	10/17/2013 3:26 PM
20	In most areas of participatory governance, yes, I would agree, I would disagree in terms of grant funded initiatives. Decisions are made regularly that impact staffing and resources as a result of grant funded initiatives outside participatory governance. Steps need to be taken for grant funded initiatives to be reviewed and approved through participatory governance, as is the case with all other initiatives.	10/17/2013 12:44 PM
21	There are wide swaths of the staff who do not have any input into the planning processes.	10/17/2013 12:05 PM
22	From what I do know, planning is not the best, as reflected in the parking problem and poor public transportation to the college.	10/17/2013 11:52 AM
23	Perhaps overly bureaucratic.	10/17/2013 11:45 AM
24	Planning processes often seem to have poor communication. Not all stakeholders are informed that a planning process is even happening. Timelines and plans for project progress and completion are not often communicated in a timely manner if at all. (This does not seem to be the fault of individuals but more of a result of lack of deliberate effective process, individuals at this college in my experience do exceptional work with what they have.)	10/17/2013 11:39 AM
25	As far as the "One College" plan, it is a total disaster. In particular the CE Vocational Certificates have been parceled out to multiple Deans and Chairs and Directors, where no one know that to do, there is no one person in charge of decisions and everything is falling through the cracks. There has been no planning whatsoever and the people in charge are just trying to pick up the pieces. Hopefully it will be saved before it fails.	10/17/2013 11:23 AM
26	The process has been somewhat confusing and problematic. I still don't know if anything I submitted in program reviews last year has been approved. There is a lot of discussion behind the scenes on what is appropriate for program review vs. ZBB. While it appears to be clear and straight forward to some, many of us feel that is have been confusing.	10/17/2013 11:21 AM
27	Would like to see more actually planning for implementation rather than just more requests.	10/17/2013 11:14 AM
28	Segmented	10/17/2013 11:13 AM
29	While projects do get implemented things like the new lock system are often not communicated to effected parties in a timely fashion resulting in a waste of college resources (both time and money). A number of keys were ordered based on the old system and the new implementation made that a waste of money. The consultation process on that particular process left quite a bit to be desired. Rushing projects through does not seem like the most effective process.	10/17/2013 11:11 AM

Reflections on SBCC 2013

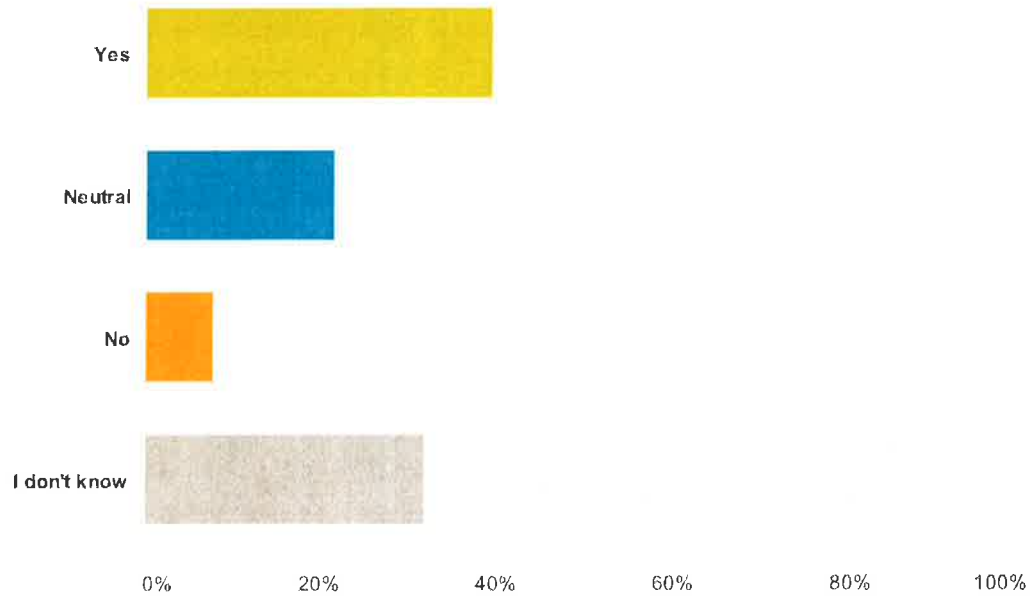
Att. 4.2

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- | | | |
|----|---|---------------------|
| 30 | Large, entrenched interests have too much power impeding the growth of small programs and the development of new programs | 10/17/2013 11:11 AM |
| 31 | Admin does what it wants with any money so why plan? They'll just take it. And lie. I remember Romo promising painting and cleaning to IDC one summer - swore on it - NEVER HAPPENED. They needed the money to pay a new President. | 10/17/2013 11:09 AM |
| 32 | There seems to be a lot of exceptions. VPs seem to be able to spend money however they feel like spending it. | 10/17/2013 11:08 AM |

Q5 Do our planning processes drive budget allocation?

Answers: 126 Skipped: 53



Answer Choices	Responses	
Yes	39.29%	77
Neutral	21.43%	42
No	7.65%	15
I don't know	31.63%	62
Total		196

#	Additional comments	Date
1	I am afraid that our mission has become balancing the budget, a classic "means - ends reversal."	10/28/2013 12:28 PM
2	Yes, but the budget also drives the planning process. They are entwined.	10/28/2013 11:19 AM
3	On paper, but there are too many instances where money is allocated by administrator after budget has been adopted, and often from hidden administrative slush funds. In CPC, VP Sullivan brings huge budget requests expecting they should be funded without discussion from consultation groups, often under the claim of urgency. CPC changed policy allowing managers to reallocate classified position funds within their division without review to determine if position is needed or should be deleted.	10/27/2013 4:30 PM
4	Sometimes it seems like a long process, having to go to so many groups, but the results make it well worth the effort.	10/26/2013 8:36 PM
5	Definitely. Planning takes place within shared governance groups. It is from the decisions made within these groups, and approved by the administration and the board, that the budget is allocated. In recent months, we have discussed some additional effective ways to measure the actual allocations which come out of the planning processes.	10/26/2013 5:31 PM
6	Even with the Zero Based budget and program review, sorely needed requests were cut in half.	10/25/2013 9:37 PM
7	Again, the Program Review process seems to work well in planning budget allocation.	10/24/2013 9:21 AM

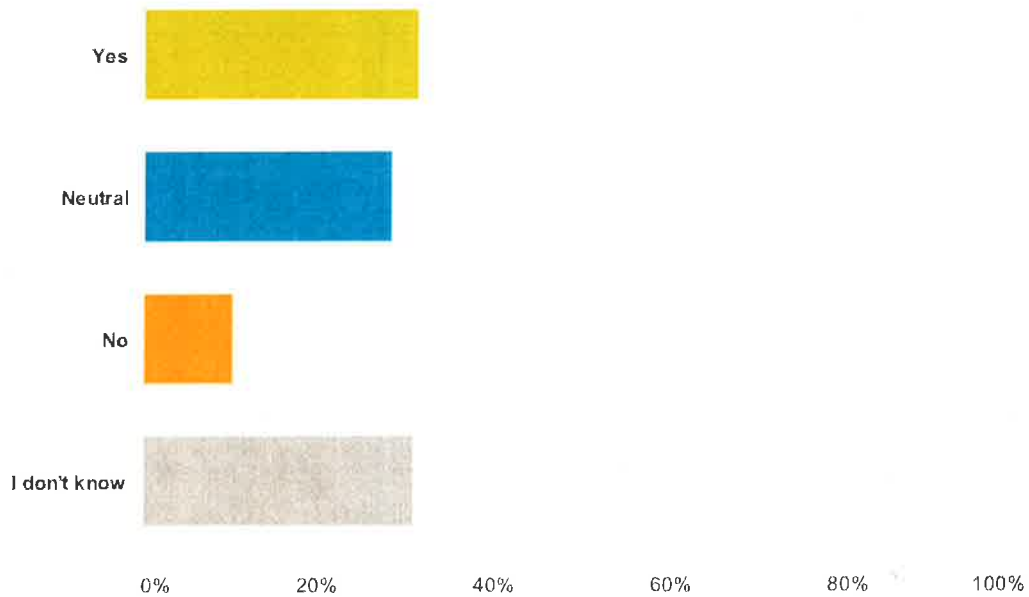
Reflections on SBCC 2013

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8	Most of the time planning processes seem to drive budget allocations, unless one of the high level administrators wants something special. Then it can be made to happen (budget allocated) without going through the planning process.	10/24/2013 8:48 AM
9	Yes, they do now.	10/24/2013 8:13 AM
10	Often convoluted process	10/24/2013 7:03 AM
11	I assume so.	10/21/2013 3:54 PM
12	Yes, with notable exceptions. For example, the Academic Senate is ranking faculty replacement positions this month even if those positions were not listed in program review. It is taking us a while to catch up with things, but I worry about the lack of consistency.	10/20/2013 1:52 PM
13	I believe they do but I think the process could be explained more clearly.	10/20/2013 1:14 PM
14	See comments below.	10/19/2013 9:59 AM
15	I'm so new to campus and my role as a tenure track faculty member, that I haven't been immersed long enough to know anything about the planning process.	10/19/2013 12:20 AM
16	I think the faculty have a false sense of budget allocation being faculty driven. In fact, I think the administration decides what is going to be allocated (limits the amount of money) and then lets the faculty rank the needs of departments.	10/18/2013 9:24 AM
17	I would need to spend more time looking at it, to be sure but the intent is there	10/18/2013 8:09 AM
18	the budget drives the program that I manage which is separate of the overall college budget	10/18/2013 6:45 AM
19	No, still too political.	10/18/2013 1:27 AM
20	Yes and no. We always seem to come across some outrageous expenditure that we haven't budgeted for because we couldn't forecast it. I personally wish we would take a few steps back and look at what we have in terms of our physical plant and grounds. Much could be done to make things greener and less expensive. Instead of full speed ahead with new building, why not try to make the existing poorly designed structures scaled to a sensible level in terms of space, access and air flow.	10/17/2013 4:26 PM
21	The college is driven heavily by the so-called 'core' skills as defined by STEM. With this, we are morphing into an institution that is overly concerned with remediation of high school students and transfer to 4 year institutions. The Santa Barbara art/media community has been affected by the lack of facilities and resources.	10/17/2013 4:15 PM
22	However, it does not seem like it, unless the goal is to pay as little as possible and employ many to do the job of a few.	10/17/2013 12:05 PM
23	I think the recent emphasis on attracting international students because they pay higher tuition compromises our actual academic planning processes	10/17/2013 11:47 AM
24	I think it informs but doesn't drive budget allocations.	10/17/2013 11:45 AM
25	They are heading in that direction.	10/17/2013 11:32 AM
26	If the planning process does not take into account the actual needs of a particular program, such as Vocational Certificates, then the budget allocation process will invariably not work.	10/17/2013 11:23 AM
27	Sometimes our aim exceed our goal.	10/17/2013 11:13 AM
28	When an organization purchases equipment or attempts to implement technology there are associated costs in staff or training that often seem to be neglected in our organization.	10/17/2013 11:11 AM
29	there is a genuine effort by our president to achieve this goal for our governance, but it isn't quite there yet.	10/17/2013 11:11 AM
30	They are all lies.	10/17/2013 11:09 AM

Q6 Do we have an effective budget allocation process?

Answers: 1, 196 Skipped: 0



Answer Choices	Responses	
Yes	31.12%	61
Neutral	28.06%	55
No	10.20%	20
I don't know	30.61%	60
Total		196

#	Where could we improve?	Date
1	We need to step back and understand our existing budget from a broad perspective - what do we spend on transfer, basic skills, CTE, co-curricular. Then, as a college ask ourselves, "Do we have the correct balance given our mission and focus?"	10/28/2013 7:04 PM
2	More affective than effective.	10/28/2013 12:28 PM
3	1. Greater transparency at all levels. 2. Publish budget so faculty/staff and public can see and drill down for details. 3. Video tape key budget meetings (much like Board of Trustees meetings are now done, this is very good for public). 4. Survey faculty/staff to ask whether they have sufficient resources to do their jobs. 5. Too many "unfunded mandates" from administrators or state/accrediting officials. We are to the point of exhaustion from not having sufficient resources.	10/27/2013 4:30 PM
4	The budget allocation is becoming clearer and clearer in its relationship to the mission and priorities	10/26/2013 8:36 PM
5	There are departments that have huge supplies budgets while other departments are given \$1000 for an entire year. Under-funded departments, faculty pay for computers and supplies out of their own pockets.	10/25/2013 9:37 PM
6	There seems to be one person who looms large while presiding over funding allocation.	10/25/2013 4:32 PM
7	Efficacy is affected by the lack of representation for/by adjuncts	10/24/2013 10:55 AM
8	A tutorial, whether with a teacher or web based, on the entire budgeting process, would be helpful. I understand certain pieces of the process that we've discussed in our staff meetings, but not all of it.	10/24/2013 9:21 AM

Reflections on SBCC 2013

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9	The college is working on improving this process.	10/24/2013 8:48 AM
10	Streamline the process and have ONE process. ZBB seems ineffective and confusing. Use program review for everything over \$1,000.	10/24/2013 7:03 AM
11	We need more funds allocated for hiring of full-time faculty.	10/21/2013 9:40 PM
12	I assume so.	10/21/2013 3:54 PM
13	MY OPINION: Every employee needs to be paid a fair salary, not just tenure track faculty and full time employees. Some of our lowest paid employees took the biggest pay cuts in recent years, and this was SO WRONG. Hopefully this practice will not be repeated. We are only as strong as our weakest link, and since the screening/hiring process is very thorough, everyone chosen should be celebrated and encouraged. Of course, only if they are working up to SBCC's high standards	10/20/2013 6:00 PM
14	There are departments that could grow and meet more student needs and have not been given the support because Math and English departments tend to receive the growth/TLU's and budget focus historically speaking.	10/20/2013 3:42 PM
15	At the departmental level, chairs can get whiplashed with changing directions. Zero-based budgeting again this year? Yes, no, maybe so. Deans are sometimes working with incomplete or inaccurate information, based on directions they are receiving from Jack and Joe Sullivan.	10/20/2013 1:52 PM
16	I believe we do but I think a clearer distinction between the budget PLANNING process and the budget ALLOCATION process needs to be more clearly communicated.	10/20/2013 1:14 PM
17	Yes/No I feel that departments are often not forthcoming in the amounts that they actually need (i.e. zero based budgeting) because they are afraid any funding they don't need this year will be taken in upcoming years. In order to make it more transparent I think there should be a possible incentive to truly have a zero based budget.	10/19/2013 9:59 AM
18	I'm so new to campus and my role as a tenure track faculty member, that I haven't been immersed long enough to know anything about the planning process.	10/19/2013 12:20 AM
19	Be more transparent in how much money we have to then do ranking accordingly.	10/18/2013 9:24 AM
20	we need to spend the time to know for sure	10/18/2013 8:09 AM
21	I believe it is more effective now.	10/18/2013 6:45 AM
22	We need a lot more money going to faculty and a lot less to administration.	10/17/2013 6:05 PM
23	the jury's still out.	10/17/2013 4:26 PM
24	Listen to the faculty, staff, and community regarding the issues on campus. We need a parking structure!	10/17/2013 4:15 PM
25	Too much money is allocated for building and growing without regard to hiring faculty and support staff as we grow. Also, wouldn't it be nice if we could have an increase in PARKING whenever there's an increase in students? What are we at now, 20k students but only about 1k of parking?	10/17/2013 12:44 PM
26	Steps need to be taken to ensure that approved Program Review requests are provisioned in a much more organized fashion. There should be a committee identified to coordinate the disbursement of approved requests and to ensure that initiatives are not launched until the necessary resources and staffing have been identified.	10/17/2013 12:44 PM
27	I can't say so, as there is an attitude of employing many part time faculty who do not get benefits instead of increasing full time faculty. However, that may be the key way the administration and board saves money in their budget allocation process. This approach does not speak with respect to the mission of the college, which is being carried out, in large measure, by the part time faculty.	10/17/2013 12:05 PM
28	Budget allocations are not particularly transparent, it is hard to determine how effective the allocation process is or is not without knowing what the allocations are.	10/17/2013 11:39 AM
29	If the planning process does not take into account the actual needs of a particular program, such as Vocational Certificates, then the budget allocation process will invariably not work.	10/17/2013 11:23 AM
30	Usually depends on the State of California.	10/17/2013 11:14 AM
31	Need clarity/realistic view on cost and outcome, not pie in the sky.	10/17/2013 11:13 AM
32	It seems to me that the departments that cry the loudest usually end up with the largest budget allocation. A review of the actual use and effectiveness would probably improve the process.	10/17/2013 11:11 AM

Reflections on SBCC 2013

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10/17/2013 11:11 AM

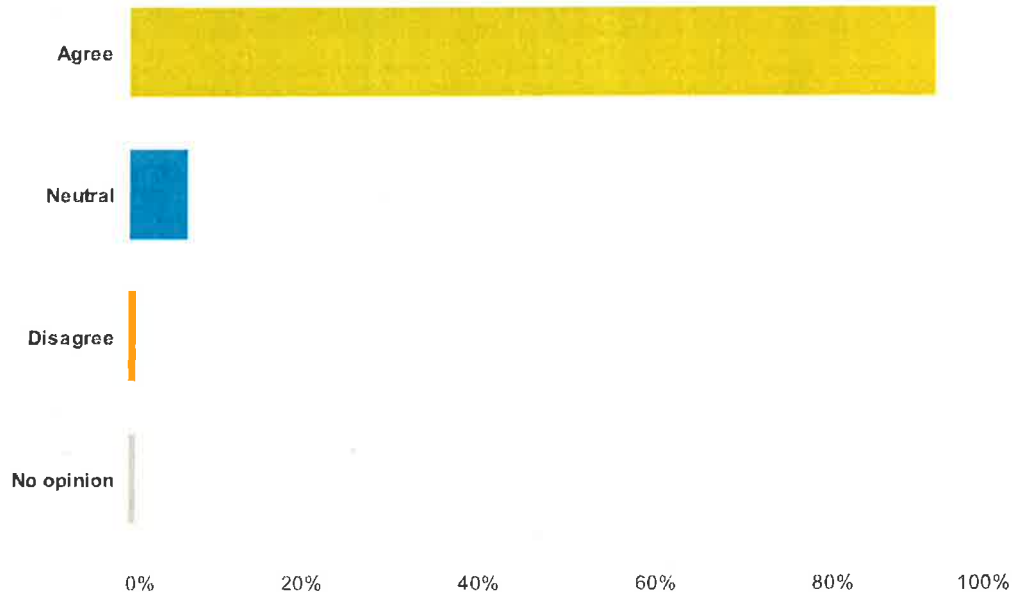
33 Games are played by some elements. True "Zero based" budgeting would be very valuable. Perhaps, retribution against those elements that mislead the policy bodies would change the culture toward 1) honesty 2) institution-wide focus

34 Stop lying.

10/17/2013 11:09 AM

SBCC offers high quality instructional programs.

Advanced: 237 Stopped: 16



Answer Choices	Responses	
Agree	91.56%	217
Neutral	6.75%	16
Disagree	0.84%	2
No opinion	0.84%	2
Total		237

#	Additional comments	Date
1	Uneven quality. Some programs very good. Others are marginally useful.	10/27/2013 4:33 PM
2	Delighted by the basic qualifications of the staff and the willingness to address students needs and interests.	10/26/2013 8:36 PM
3	The numerous statewide awards, coupled with national recognition, leave no doubt as to the high quality of our instructional programs. Our faculty are among the most innovative in the college system and students at SBCC transferring to get their four year degrees are well equipped to flourish in any educational setting.	10/26/2013 5:39 PM
4	We do a great job with limited resources. During the budget crisis, we spent countless hours doing work that hourly student employees usually do.	10/25/2013 9:42 PM
5	It was higher quality before we became more of the remedial school variety. But this is masked with terms like "student success" programs. Brilliant.	10/25/2013 4:39 PM
6	Programs are great, getting into them, more difficult. Students are often stressed about adding classes and being able to get into the classes that they need to fulfill requirements and graduate/transfer on time.	10/24/2013 1:09 PM
7	A great groups of dedicated faculty!	10/24/2013 10:31 AM
8	should look more into hybrid correspondence/ distance learning courses for those who do not have computer access.	10/24/2013 9:35 AM

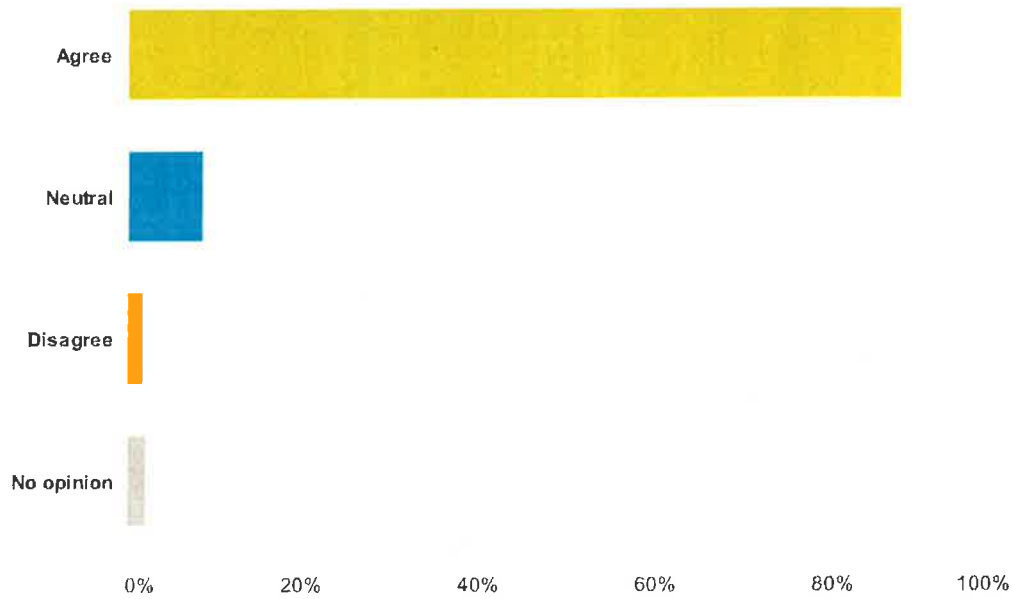
Reflections on SBCC 2013

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9	I've heard numerous student success stories that were the result of the high quality instruction they've received here. I attended SBCC from '84 to '86, and it was the best educational experience I've had (and that's including UCSB).	10/24/2013 9:28 AM
10	I wish I had more time to take courses here. Our students have access to an outstanding education.	10/21/2013 9:43 PM
11	Students succeed at SBCC!!	10/20/2013 3:48 PM
12	Yes, but we have classes taught by adjuncts where there seems to be little or no quality control. I am the parent of high school students, and that's the belief and experience of concurrent enrollment students.	10/20/2013 1:56 PM
13	In probably 90% of areas.	10/17/2013 4:33 PM
14	I think some programs are great (e.g. the sciences), while others seem to be of lesser quality (e.g. some of the humanities).	10/17/2013 1:47 PM
15	I have no idea what other departments are doing, but I'm sure they are not filled with slackers. I take my job seriously and I take it on faith that they are doing the same.	10/17/2013 1:45 PM
16	More than 50% of the teaching faculty is adjunct. Thus, the high quality of these programs is due, in large measure, to adjunct faculty talent and knowledge and skills.	10/17/2013 12:08 PM
17	They vary by department and instructor. For example when I was a part-time student between 1996 and 2000, I took some computer science courses from what was supposedly a high-quality program, but in the lab, some lab assistants were contemptuous of those needing extra help. With one exception, instructors might as well have been speaking Telugu. One was extraordinary (Dean Nevins) and you could follow him. On the other hand COMAP (as it was named at the time) instructor knew how to convey the course material to absolute novices like me; Carol Diamond who taught Word and PowerPoint, Karen Osborne who taught Access and a third instructor (her name escapes me) who taught Access were among the best.	10/17/2013 12:07 PM
18	The materials are rushed over. It seems the focus is on getting through it rather than understanding it.	10/17/2013 12:05 PM
19	This question is too vague and ambiguous to command a response.	10/17/2013 11:58 AM
20	We have some of the best faculty both knowledgeable and engaging.	10/17/2013 11:21 AM
21	Great faculty and staff!	10/17/2013 11:15 AM
22	Many programs are excellent, but not all instruction and not all programs are rigorous.	10/17/2013 11:14 AM
23	Not under the CCLC ruling. Not under "student success" = pass them all, no matter what! Don't be tough on deadlines, absences, etc. etc. "Help" them.	10/17/2013 11:13 AM
24	You could pay greater attention to the average student -- basically the majority of our students -- offering them greater variety of classes, not just GE. There are programs specifically for honors; programs specifically for targeted groups (i.e. "at-risk"). Lost too often, the invisible student who works hard and tries her best. Our country is forgetting these students. Do more for THEM.	10/17/2013 11:05 AM

SBCC offers high quality student support services.

Answered: 237 Skipped: 18



Answer Choices	Responses	
Agree	87.76%	208
Neutral	8.44%	20
Disagree	1.69%	4
No opinion	2.11%	5
Total		237

#	Additional comments	Date
1	The problem is that not every student is caught in the web of our services, especially when it comes to student life issues and SBCC students living in Isla Vista or other apartment complexes devoted to our students. They don't have the 4 year college RA, RD to deal with roommate problems and other life distractions.	10/28/2013 12:32 PM
2	On paper, they look good. Operationally, there are many holes or implemented poorly.	10/27/2013 4:33 PM
3	I have talked with several of the counseling staff and found them to be dedicated and informed.	10/26/2013 8:36 PM
4	Varies by department.	10/26/2013 8:08 PM
5	Agree. And we are always looking at ways to continue to improve in this area. This will be the key to ongoing student success.	10/26/2013 5:39 PM
6	When it comes to grant funded student success programs that target only a certain segment of the student population, then yes. We seem to intentionally seek out awards for that stuff. But when it comes to day-to-day operational general student support that effects ALL students, not just the special ones who get the pampered, hand holding treatment through their education, not so much.	10/25/2013 4:39 PM
7	The support services are great, but sometimes require long waits, especially for services such as financial aid and academic counseling.	10/24/2013 1:09 PM
8	I think the support services are the best in the state.	10/24/2013 10:31 AM

Reflections on SBCC 2013

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9	I do not think there is enough support for the students who are not in special programs. They need to have more Academic Counseling before they enroll in the first semester so they don't take the wrong class and so they do have realistic achievable goals.	10/24/2013 9:40 AM
10	I've watched colleagues help students with the transfer process from SBCC to 4 year universities and colleges, and they do an excellent job. Also, there are numerous services to help students with tutoring, study skills, writing, computer skills, health and mental health issues. It's all about student success here.	10/24/2013 9:28 AM
11	Beyond high quality	10/24/2013 8:20 AM
12	Counseling needs to be more geared to incoming students and lacks leadership and vision	10/24/2013 7:06 AM
13	The best! DSPS, EOPS, counseling, the writing center, tutors. If students seek support on this campus, they will find it.	10/21/2013 9:43 PM
14	Yes and no, It can be very difficult for a student to get appointments for academic counseling. Many students feel like they don't have enough support unless they are in a special program like TAP.	10/21/2013 4:07 PM
15	They're over-extended though, and too many students fall through the cracks. Students are taking too many courses or are underprepared for some courses. It's true. I think that students by-pass counseling by enrolling online.	10/20/2013 6:19 PM
16	SBCC's support services are incredible. We need to constantly find ways to remind students about what is in place to help them, and how welcome they are to partake of any services.	10/20/2013 6:08 PM
17	DSPS is amazing, meeting the needs of many students and assisting them in their course work and belief in themselves.	10/20/2013 3:48 PM
18	We need way more full-time counselors. Our support staff does wonders, but their student-to-staff ratios are a great disservice to students.	10/20/2013 1:56 PM
19	In my experience an big YES with the exception of our financial aid department. I work closely with students on a daily basis and hear multiple complaints every month in regards to this department and their student centered or lack thereof behavior. I realize it is a tough job, I would not want to do it, but it is crucial for the enrollment and retention of our students. If our students don't feel comfortable during the FA process what does that say about our commitment to our students at this college?	10/19/2013 10:03 AM
20	pretty good except for the severe parking problems and the ineffective parking enforcement department.	10/18/2013 12:36 PM
21	I appreciate that the college focuses a lot of resources on student services. Research demonstrates time and time again that these services are critical to retention and transfer/AA Degree attainment for first-generation, low-income CC students. I'm a part-time counselor, I have worked at a number of other different community colleges. The department here is awesome, Hands down one of the best. They really love their work and take pride in doing a very good job. They thoroughly think through how to provide top-notch service to their students. They truly care about students. They are very well trained and work with the highest level of professionalism. That said, relative to other Southern California area campuses, the pay can be as much as 30-45% lower here (the benefits really don't compare either-I get both HMO health insurance and all vacation days at my other campuses). Additionally, counselors are paid at the same rate as other instructional faculty at every campus which I have worked. The campuses should look into equal pay for counselors.	10/18/2013 11:42 AM
22	This phase of our operations has suffered greatly from budgetary problems.	10/18/2013 7:56 AM
23	I believe it would be interesting to find out how many students are single parents with children under 6 in regards to atypical support services	10/18/2013 6:46 AM
24	See above. Counseling should be mandatory.	10/17/2013 6:06 PM
25	Nothing like it anywhere else in town. If you need help in any form, it is available here.	10/17/2013 4:33 PM
26	The Counselors, Gateway and DSPS are all top notch.	10/17/2013 4:17 PM
27	Far more resources need to be devoted to counseling and advising. This from a faculty member.	10/17/2013 3:26 PM

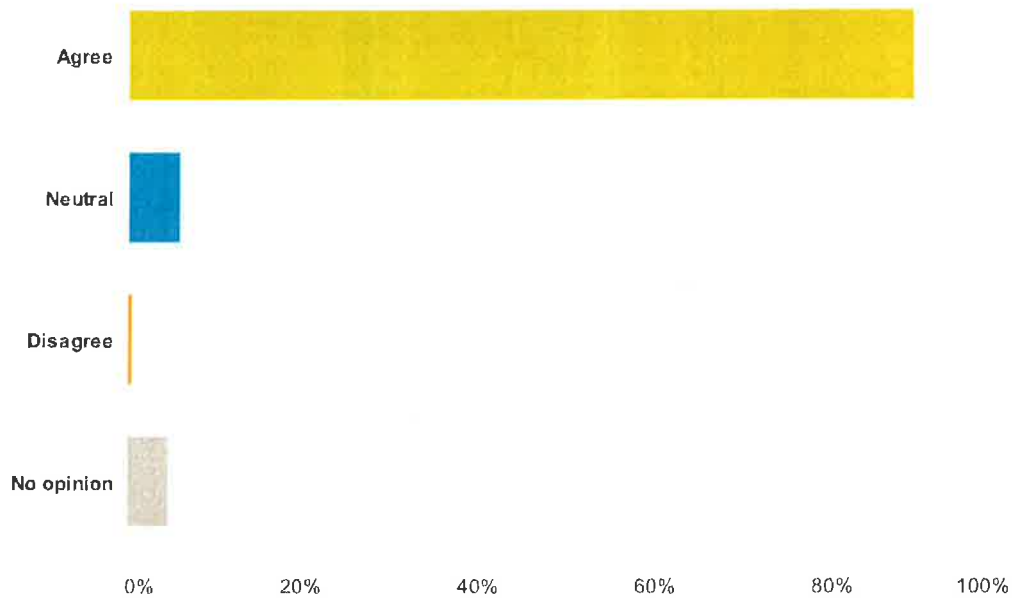
Reflections on SBCC 2013

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28	<p>My own children have attended SBCC and have been very frustrated by the counseling and transfer services. It took my daughter 2 months to finally get an appointment to see a counselor. She only had classes in the afternoon so by the time she was on campus all the appointments for that day were full and she was not allowed to make one for the following day. The only way for her to get an appointment was to come to campus early in the day (which was inconvenient and meant changing her work schedule) and hope something would be available. As for the transfer center, my daughter was interested in transferring to an international school. The counselors had no knowledge about the process nor did they seem interested in learning. She was basically told, "we don't know, you'll just have to figure it out yourself."</p>	10/17/2013 1:47 PM
29	<p>I don't know enough about this to answer. I've seen both strong points and gaps. I think we need to work on making it easier for Continuing Ed. ESL students to transfer to the main campus once they have completed higher level Continuing Ed. ESL classes. Continuing Ed. teachers don't know enough about the main campus, and vice versa. I realize a lot of work is being done to try to bridge gaps.</p>	10/17/2013 1:01 PM
30	<p>So far as I can tell, they seem to be doing their job.</p>	10/17/2013 12:07 PM
31	<p>Should be offered from all student support services but not all departments do so.</p>	10/17/2013 12:04 PM
32	<p>This question is too vague and ambiguous to command a response.</p>	10/17/2013 11:58 AM
33	<p>I think there are too many support systems and services in place for college students -- many seem more appropriate for high school students</p>	10/17/2013 11:49 AM
34	<p>more staffing in student support services would decrease wait times and student frustrations</p>	10/17/2013 11:33 AM
35	<p>There is absolutely no student support service available to the Computer Vocational Certificates whatsoever.</p>	10/17/2013 11:26 AM
36	<p>I see student support services getting cut time and again. Hours of operation are shaved, numbers of tutors are shaved, number of student workers are reduced. Hopefully that trend is reversing.</p>	10/17/2013 11:21 AM
37	<p>Not all students are aware of the support services and I think the faculty needs to be more accountable in providing this information to the students.</p>	10/17/2013 11:16 AM
38	<p>Some redefinition of responsibilities could increase the value. for example, let counselors focus on matriculation, career placement, and transfer; let faculty substitute program counseling for college-wide committee service</p>	10/17/2013 11:14 AM
39	<p>Whatever they want - so they'll all pass - so we can say we enrolled 10,000 and ALL 10,000 PASSED! Additionally, I have had at least 2 students a semester WHO ARE THERE FOR THE CHECKS they get to be there. They do NOT have to pass. They just have to show up. They are there for the checks, not the education. And they are the most disruptive students in the class.</p>	10/17/2013 11:13 AM

SBCC offers high quality library and learning support services.

Answered: 237 Skipped: 0



Answer Choices	Responses	
Agree	89.03%	211
Neutral	5.91%	14
Disagree	0.42%	1
No opinion	4.64%	11
Total		237

#	Additional comments	Date
1	The library is an especially strong area of success for SBCC thanks to Kenley's outstanding leadership.	10/28/2013 7:06 PM
2	The library is well organized for student use and the learning support services, subject labs, centers etc. are well staff and appreciated by students.	10/26/2013 8:36 PM
3	Award winning, inspiring, nurturing, environment which promotes learning.	10/26/2013 5:39 PM
4	Gateway and peer tutoring are amazing programs. Dr. Jerry Pike does a fantastic job with workshops and tutoring.	10/25/2013 9:42 PM
5	Again, great services, but often long waits, especially for the computers. Reserve book checkout can also have a very long line, especially near the beginning of the semester, since library usage has gone up in recent years.	10/24/2013 1:09 PM
6	Kenley and his staff are outstanding. The library is my favorite go-to place on campus	10/24/2013 10:31 AM
7	Tutoring needs to be easier to access. It is hard to figure out where and how to get tutoring. There needs to be centrally located tutoring for all students in all subjects, not just those in special programs.	10/24/2013 9:40 AM
8	See #8	10/24/2013 9:28 AM
9	Again, beyond high quality	10/24/2013 8:20 AM

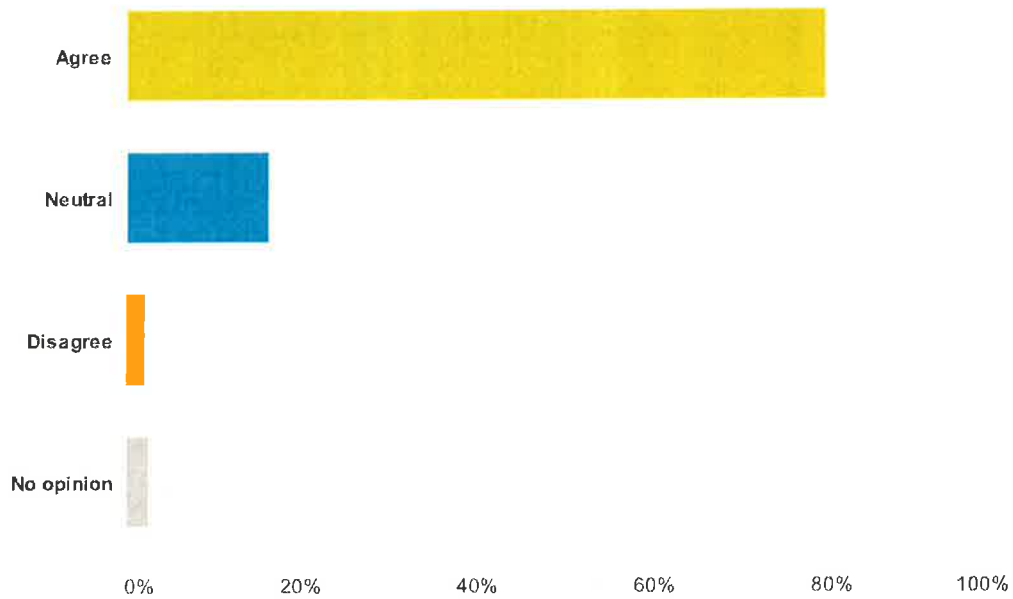
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10	OVER THE TOP INCREDIBLE, yet students still hesitate to take advantage of what is being offered. Perhaps EVERY class on campus should be encouraged to provide a presentation (video/prerecorded and available through the SBCC website) that reminds students of just what is available. Skills classes might want to show it again mid-semester, when struggling students forget what supports they have.	10/20/2013 6:08 PM
11	I work in Continuing Education so rarely am on the main campus and even more seldom in the library.	10/17/2013 9:18 PM
12	But too many students don't know how to use them.	10/17/2013 6:06 PM
13	What a gem our library facility has turned into; thanks to our student-oriented librarians. What a difference from the past!	10/17/2013 4:33 PM
14	Excellent library facilities as well as Learning Center.	10/17/2013 4:17 PM
15	Kenley and Elizabeth have transformed our library! Elizabeth is always available to come to classrooms and give our students instructions on how to use library services. Additional support services in the library to really help students with children: offer a "family" time at the library where students can bring children and drop them off at a 2 hour activity sponsored by the library and the student can use that time to study!	10/17/2013 12:50 PM
16	Since Kenley Neufeld became the head librarian, the holdings and services have improved substantially. His predecessor was from disaster to catastrophe	10/17/2013 12:07 PM
17	This question is too vague and ambiguous to command a response.	10/17/2013 11:58 AM
18	I do not think these two aspects of the school should be linked. The library is outstanding. The support services are, in some cases, below college level students	10/17/2013 11:49 AM
19	Library staff are outstanding. They are all about helping, which is so important when most students are intimidated to go to the library for help. 2 years ago they had a class about their resources. I took copious notes and still missed things. Can we have another?	10/17/2013 11:37 AM
20	Again, not all students are aware of, and do not take advantage of the library and learning support services available. I think the faculty needs to take a more active role in providing this information about the services available to their students in their individual classes. Just a few minutes at the beginning of the semester can make a difference for the student learning process/success DURING the semester.	10/17/2013 11:16 AM

Q10 SBCC is doing a good job supporting student success.

Answered: 237 Skipped: 0



Answer Choices	Responses	
Agree	79.32%	188
Neutral	16.03%	38
Disagree	2.11%	5
No opinion	2.53%	6
Total		237

#	Where could we improve?	Date
1	All FT students need a FACULTY advisor to sign off on drops and adds.	10/28/2013 12:32 PM
2	Student success is clearly our most important "product." This has always been a priority, but today, it is noticeably at the very top of the list, and this goal is constantly being examined.	10/26/2013 9:52 PM
3	We can always see where more needs to be done, but the outcomes are impressive and the program staff always looking for places to improve.	10/26/2013 8:36 PM
4	Varies by student sub group.	10/26/2013 8:08 PM
5	We could improve by continually identifying barriers to students' matriculation toward their stated educational goals and using innovative approaches to removing those barriers. Open discussions, soliciting of campus wide ideas and dialogue on an ongoing basis.	10/26/2013 5:39 PM
6	We need to increase the number of hours of peer tutoring. Grader funds need to be reinstated. As our class sizes have increased, we need to increase the one-on-one help that under-represented students need.	10/25/2013 9:42 PM
7	Improve capacity and decrease wait times for services!	10/24/2013 1:09 PM
8	Programs such as ESP and Gateway are excellent models for student success.	10/24/2013 10:31 AM
9	I think we are improving and hope the trend continues but I think we have ground to make up.	10/24/2013 9:40 AM

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10	See #8	10/24/2013 9:28 AM
11	As far as education is concerned I agree.	10/24/2013 9:04 AM
12	The college has a diverse student population. Supporting the success of this diverse population is a challenge. The college has instituted many programs to help students succeed.	10/24/2013 8:53 AM
13	Students must be more engaged in supporting their own success. This is a skill they do not acquire in High School. We must not perpetuate the mindset that "someone else" will/should take the initiative to be sure I succeed, or transfer students will simply hit the wall later on/somewhere else. Build a culture of self-help.	10/24/2013 8:20 AM
14	We could improve faculty's commitment to improved student success.	10/24/2013 7:08 AM
15	Great in some areas and moving slowly in others	10/24/2013 7:06 AM
16	Some programs serve only some students.	10/24/2013 5:49 AM
17	Offer more course sections.	10/21/2013 9:43 PM
18	Make the academic counseling easier to get.	10/21/2013 4:07 PM
19	We have the paper, but I believe we can do much better.... Coordination should be from the bottom up based on how each Student Success effort affects curriculum and existing programs within the key departments as a prelude to collaboration across disciplines. Right now, every one seems involved with something, but has little knowledge of what others are doing in their department or across disciplines beyond the program s/he is committed to. As a result, participatory faculty workload has increased while understanding of how his/her specific program efforts work with other programs on campus. Most importantly, students have even a worse understanding of how what they're enrolling in works together. For example, in English, we offer Gateway, ESP, MET, CAP, Honors, STEM classes (and I believe there may be more). In Math, they have ESP, Gateway, STEM, honors, and ??? (I don't know). More telling is the fact that few of these programs include adjuncts who teach the majority of foundational courses in math, ESL, English. And we have no discussions about how that might affect student success. I am an adjunct advocate. But I cannot believe we continue to ignore this reality in our discussions about student success. While I applaud all of the energy and commitment admin, faculty, counsellors have contributed and contribute to our proven and new programs and acknowledge and truly CELEBRATE our successes, I do believe we need a better process.	10/20/2013 6:19 PM
20	Students need to be supported re: how many units they take. Some students take too many units and truly do not get what they need from courses because they are overloaded in units. Other students enroll in courses to get financial aid but then drop. Students need better guidance from financial aid and counseling on the effects of this re: transferring and student success.	10/20/2013 3:48 PM
21	I feel that we still need a campus wide retention and alumni initiative.	10/19/2013 10:03 AM
22	Ensure that students can get into the courses they need to complete their degrees and transfer (i.e., upper level math and major-related courses that are "impacted"). Open more sections when courses fill up quickly, give priority to students who are on track with an educational goal and who don't have a history of dropping classes or over-enrolling (i.e., "shopping"), or don't allow students to over-enroll, forcing them to prioritize and choose which classes they really want to register for. Offering access to all and providing special support services for those who need additional help is great and goes above and beyond, but not having enough class spaces available for students to complete their goals in a timely manner is unacceptable and sub-par. We should not ever stand in the way of students achieving their goals because they could not get the classes they needed.	10/18/2013 12:55 PM
23	For the students who finally get there.	10/18/2013 12:36 PM
24	we are certainly working in that direction	10/18/2013 8:11 AM
25	See comments #8	10/18/2013 6:46 AM
26	Student success comes from both student effort, faculty instruction and student support. More tutor funds, that are race neutral, could help.	10/17/2013 7:52 PM
27	A lot of resources, including my instruction time, is devoted to non-English students. Although exposure to people from around the world is valuable to our students (and me), sometimes the dominance of a group of non-natives detracts from the classroom (such as group work in which a lot of, say, Chinese students only speak Chinese and are resistant to working with others). Because we are a CALIFORNIA college whose mission is to educate California students, I think this issue needs to be better addressed	10/17/2013 4:55 PM
28	It's interesting that we take it upon ourselves to define success for students. We have conferences and committees dedicated to student success, but how much actual time have we spent discussing the notion of what it means to succeed with students. We assume students agree with our ideas of success. We may be right. We may not have all the answers.	10/17/2013 4:33 PM

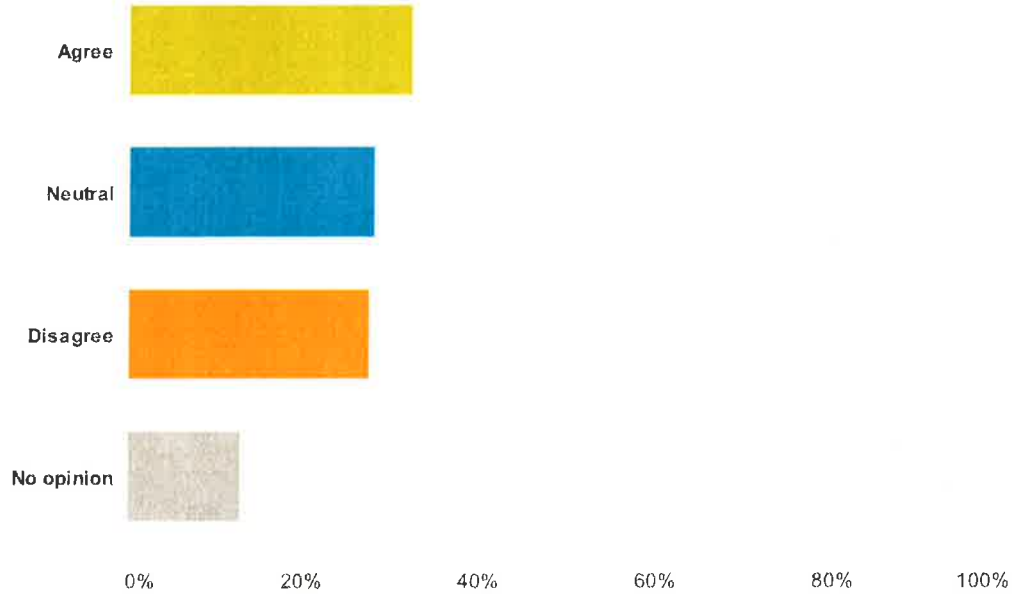
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29	Improved new student orientation and advising needs to be addressed.	10/17/2013 4:25 PM
30	Beyond a lack of parking and genuine media arts center, students are very well supported	10/17/2013 4:17 PM
31	I think in some areas they are and others they are not.	10/17/2013 1:47 PM
32	More support for single parents--my single parent students need some more time to study and more library time--can we sponsor a kid friendly environment--maybe have an ECE lab activity once a week to watch the little darlings? This does not have to be expensive....let's see how we can use what we have to help these parents get more study time. We spend so much time teaching them "how" to study and "what" to study--let's try to provide them with some (guilt-free) TIME to study.	10/17/2013 12:50 PM
33	The level is increasing again, after being reduced from the extensive tutorial service of a few years ago.	10/17/2013 12:08 PM
34	Hard to say. It depends on the course and the instructor.	10/17/2013 12:07 PM
35	Treating students with respect and providing them with the services we say we will provide. Counselors should be seeing first time students and advising them, not have the student do it themselves.	10/17/2013 12:04 PM
36	This question is too vague and ambiguous to command a response.	10/17/2013 11:58 AM
37	More emphasis on learning techniques, note-taking, scheduling, and prioritizing coursework. Possibly have (some) students enroll in a 1 or 1/2 unit course on effective study skills. I have so many students who have very limited learning skills and never received help with this in high school/elsewhere.	10/17/2013 11:53 AM
38	We have good programs, but they don't always talk to each other very well. Student success programs seem to be very insular and could do more by working together.	10/17/2013 11:41 AM
39	Feel there should be more requirements to ensure students are assessing in a timely manner and enrolling in the correct course work to complete their major.	10/17/2013 11:27 AM
40	There is absolutely no student support service available to the Computer Vocational Certificates whatsoever.	10/17/2013 11:26 AM
41	Additional resources in Student Services to meet demand	10/17/2013 11:20 AM
42	I thought we were until I have heard more and more grumbings from tenured Professors about how difficult it is to continue teaching. I am not full time, but have been teaching for over twenty-five years; eight at SBCC and if I felt the way some of them did, I would not continue teaching. The attitude of the teacher is so important to the success of the students. We are not just teaching an 'academic' subject, we are also setting examples about life.	10/17/2013 11:16 AM
43	More focus on defining individual criteria for personal success, and learning successful behaviors, and less focus on achievement at SBCC, would be better.	10/17/2013 11:14 AM
44	Stop passing them up. Make them responsible. Start supporting QUALITY education.	10/17/2013 11:13 AM
45	I have heard different things. Some teachers really not caring. This from students taking courses.	10/17/2013 11:13 AM
46	Again, the stress is on the at-risk. You have to be more inclusive. We are a school for everyone.	10/17/2013 11:05 AM

Q11 Student learning outcomes (SLOs) contribute to student learning and the fulfillment of our mission.

Answers: 237 Skipped: 0



Answer Choices	Responses	
Agree	32.07%	76
Neutral	27.85%	66
Disagree	27.43%	65
No opinion	12.66%	30
Total		237

#	Additional comments	Date
1	I feel 21st century learning skills are somewhat missing from the SLOs. Here I am specifically thinking of learning how to engage with writing and reading through digital media in academic settings.	10/28/2013 7:40 PM
2	Solid research is needed to determine whether this is correct.	10/28/2013 7:06 PM
3	They are done primarily for accreditation requirements, not for genuine learning or program development.	10/27/2013 4:33 PM
4	To the extent that faculty consider specific lecture outcomes, it is a valuable tool. More often than not, the SLO process consumes time better applied to other activities like student counseling and lecture preparation.	10/26/2013 9:52 PM
5	This approach is an important addition to educational approaches in general and seems very effective for community college students.	10/26/2013 8:36 PM
6	It's hard to tell unless we know what instruction inside the classroom actually looks like.	10/26/2013 8:08 PM
7	Students never see the SLO results. This is a complete waste of time.	10/25/2013 9:42 PM
8	On paper and in theory, yes. In practice? It depends on the teacher right?	10/25/2013 4:39 PM
9	Students don't really pay attention to SLOs, in my experience. If they guide instructors' curriculum choices, then they help student learning.	10/24/2013 1:09 PM

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10	My department has spent a lot of time on SLOs; doing this has raised the bar of our instruction,	10/24/2013 10:31 AM
11	I'm not sure of the value of SLOs,	10/24/2013 8:53 AM
12	They could be used more effectively, but many faculty seem to perceive SLOs as a burden and do not give them much thought. Personally, my SLOs pointed to the need for more frequent short assignments in my classroom. But until I have more grading help that just isn't feasible.	10/24/2013 8:50 AM
13	Sometimes, By forcing this process through more quickly to get a set of numbers WASC made it a "hoops" exercise rather than what we were building - a truly integrated, better focused and effective practice.	10/24/2013 8:20 AM
14	Not many colleagues of mine take SLO's thoughtfully or seriously.	10/24/2013 7:08 AM
15	SLOs are a wonderful concept, but the "process" of endless data entry dilutes the purpose	10/24/2013 7:06 AM
16	This has become more a matter of compliance imposed upon us. Departments have had meaningful and extended conversations about outcomes and learning long before writing and documenting SLOs were required.	10/24/2013 5:49 AM
17	They help to focus teaching but there need to be more levels in the ESL writing classes if students are going to be ready for the general admission English classes. Assessment of students writing levels needs to be improved in terms of creating more demanding prompts which will place students more accurately in levels. ESL students should be required to take grammar and reading levels before they take writing in that same level.	10/21/2013 10:45 AM
18	I was very involved in the SLO development, but question how many students actually understand or care. It is, however, very important for the faculty and staff to know for planning and implementation.	10/20/2013 6:08 PM
19	Course objectives are more meaningful to what a course is truly about.	10/20/2013 3:48 PM
20	Sorry, but SLOs do not drive most instructors' pedagogy or assessment. I know accreditation requires them, but despite best efforts, SLOs are not an effective tool. Instructors consider them busy work nothing else.	10/20/2013 1:56 PM
21	I do not believe that this form of evaluation tells us much of anything.	10/19/2013 9:34 AM
22	SLOs are unfortunately a hoop through which I must jump at the end of the semester and I, as the instructor, and my students pay little to no attention to. It's great that we state them for each class, it's not great I have to calculate them and submit them for 100s of students and not use the data for anything.	10/19/2013 12:22 AM
23	it is all a work in progress	10/18/2013 8:11 AM
24	Waste of man/woman hours	10/18/2013 1:28 AM
25	No, I see the SLO's as an exercise that reflects results that are not accurate and the results not reviewed and incorporated in decision making.	10/17/2013 7:16 PM
26	SLOs are a total waste of time and energy.	10/17/2013 6:06 PM
27	A rose by any other name is what it amounts to. I've been around long enough to see educational discourse bit its own tail. We have oh so much time and money to SLOs. We've kept people employed full time focusing on SLOs. Are we really teaching better because of it? I don't think so. Responsible, competent teachers, will always teach to the best of their ability and focus on student learning. That is what counts, not old ideas in new words.	10/17/2013 4:33 PM
28	More paperwork.	10/17/2013 4:17 PM
29	SLOs are complete and utter BULLSHIT. I will NEVER fill one out.	10/17/2013 1:50 PM
30	I think this is the biggest bunch of nonsense to come down the pike in a long time.	10/17/2013 1:45 PM
31	This is only busy work, with no real impact on student learning. We are only doing it for compliance, but without any real meaning.	10/17/2013 12:21 PM
32	I cannot tell that this is true. In department meetings, we do occasionally discuss SLOs, but there is no direct guidance on how to embed these objectives into our curriculum, even though we do put them on the course syllabus.	10/17/2013 12:08 PM
33	SLOs are like putting a hat on a horse. It adds nothing to evaluating student learning. Furthermore, their attempt to standardize instruction, using Bloom's taxonomy that is ancient history (having been published in 1947), is a violation of academic freedom. The sooner the college comes to its senses and ditches the whole program, the better.	10/17/2013 12:07 PM
34	SLO's are redundant. They are creatures of bureaucrats for bureaucrats.	10/17/2013 11:58 AM

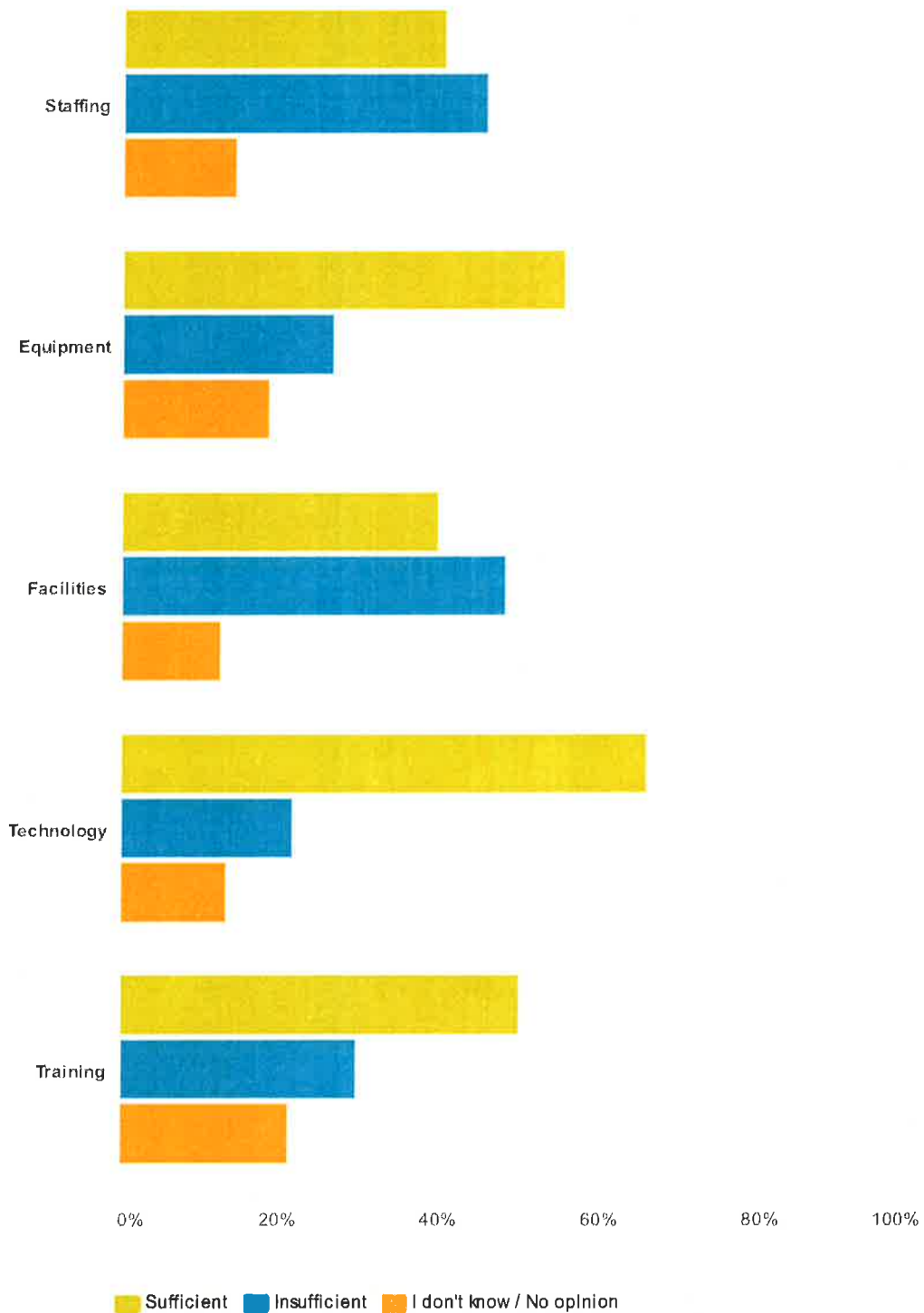
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35	Our faculty spend a lot of time how to teach more effectively, address student needs, and develop critical thinking and writing skills. We can tell where students need help based on the work they turn in. SLOs function more as an accounting system for outside auditors.	10/17/2013 11:57 AM
36	However, not enough instructors take them seriously. They should be part of the grading process and students who do not meet the SLO's should not be advanced.	10/17/2013 11:49 AM
37	I see little evidence that SLOs at SBCC have actually made a difference in student grades, course completion, retention or transfer rates.	10/17/2013 11:46 AM
38	I took the creation of the SLOs seriously. I have reviewed and changed/adjusted the SLOs for my class two times to get them 'right'. I will continue to review and adjust them; that is the only way the process will be successful.	10/17/2013 11:16 AM
39	Grading Rubrics are the best part of SLOs but having another evaluation measure seems redundant.	10/17/2013 11:15 AM
40	wasted effort	10/17/2013 11:14 AM
41	If you don't mark the boxes that demonstrate your students improved, you cannot justify your grades. DUH! Such bull crap.	10/17/2013 11:13 AM
42	After the initial conversation they seem pretty useless.	10/17/2013 11:08 AM

Q12 For each of the following areas, please rate the extent to which we provide sufficient resources to support student success.

Answered: 235 Skipped: 29



Sufficient Insufficient I don't know / No opinion Total

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14.04%

	40.43%	45.53%	14.04%	
Staffing	95	107	33	235
Equipment	55.32%	26.38%	18.30%	235
	130	62	43	
Facilities	39.57%	48.09%	12.34%	235
	93	113	29	
Technology	65.53%	21.28%	13.19%	235
	154	50	31	
Training	49.79%	29.36%	20.85%	235
	117	69	49	

#	Additional comments	Date
1	The options here are too limited. We have had relative success. At the same time we cannot afford to do everything so we have to make choices and allocate our funding to maximize student success. See answer to previous question about budget allocation. This is an area where I think we can fruitfully engage our collaborative thinking.	10/28/2013 7:09 PM
2	Our classroom facilities need to be upgraded. Student behavior is directly related to their instructional environment.	10/26/2013 9:54 PM
3	While all of these are sufficient they can always be improved. The college has been suffering from light resources but the rebuilding now occurring is happening as fast as possible. The mobile units are inadequate but are being addressed and new and rebuilt spaces being developed rapidly.	10/26/2013 8:36 PM
4	We are in need of a new set up for student services. This highly utilized and important area would benefit from expansion.	10/26/2013 5:41 PM
5	Too much reliance on adjunct instructors--need to increase number of full-time teaching faculty. Faculty need to be consulted before decisions are made about changes to facilities--types of furniture, timelines, etc.	10/24/2013 3:22 PM
6	Some of the facilities are a disgrace. Very depressing, dilapidated, rusty, dangerous.	10/24/2013 1:22 PM
7	Staffing and resources are great, we just need more of them for the increasing number of students.	10/24/2013 1:10 PM
8	In area of equipment some depts need to be updated	10/24/2013 11:20 AM
9	Technology and facilities are not equitably/evenly distributed. Training is not accessible outside of the main campus.	10/24/2013 10:57 AM
10	Campus wide in-services are helpful as well as the professional development classes that are offered. I would love it if professional development was valued and encouraged by my supervisor/director. For instance, Education technology conferences. I think opportunities to educate ourselves will result in a greater ability to educate students as well as will provide the inspiration to create an alive and innovative learning institution.	10/24/2013 10:11 AM
11	Sufficient equates to adequate.	10/24/2013 9:37 AM
12	The insufficiencies are mainly about aging facilities, which are being addressed, and, from my point of view, seems insufficient.	10/24/2013 9:32 AM
13	The Student Success Initiative is well-intentioned but will require more resources, especially in counseling, than the state seems willing to fund.	10/24/2013 8:22 AM
14	Office space for students to gain access to their instructors is limited. There are not many study rooms near faculty offices either that students could reserve for study/work groups. Space in the library is available but limited. Students struggle to arrive to class on time or at all because of parking issues. Technology that could also increase student success such as smart pens and instructional videos produced by faculty are not readily used in some of the departments where students could really use the additional learning tools. Training for these new and useful technologies are available but at consistent and limited times. I would like to see the FRC have a more varied time schedule as well as topics list.	10/24/2013 7:14 AM
15	Parking is insufficient to support anyone. Would have liked to see the scale go beyond "sufficient."	10/21/2013 3:55 PM
16	We need document cameras in all of the classrooms and consistency in terms of the types of computers and projection devices so that as we travel from classroom to classroom there are similar log ins and directions for projecting from the DVD's and computers.	10/21/2013 10:48 AM

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17	Room allocation could be better used. Rooms go wasted since the priority rooms are not used to their full extent.	10/20/2013 7:13 PM
18	Again, it's a matter of coordination. We have an excellent FRC. Yet our in-services are devoted to departmental, division, and program meetings. Training throughout the year is ideal, but time is the enemy. Perhaps if this all could be bottom-up--what does your department need--how many sessions--group vs. individual--etc., this could work. My department hasn't had a discussion about expectations of faculty/student literacy across the levels and how it can support learning for at least 6 years. I understand some faculty do not want training. I also understand that many do, but wonder just how to manage it given all of their other responsibilities. I also believe that there should be some consistency of student expectations and faculty responsibilities within a department given the way technology has not just transformed teaching, but the teacher/student interaction. Finally, adjuncts in the departments that provide critical foundational instruction (math, ESL, English) need to be included for any departmental consensus to be effective. Sadly, we have had few to none conversations within my department or division about the ways in which technology has profoundly affected students' reading/writing/research/critical thinking process, nor how we can draw on these skills to improve student success nor how this can help us prepare students for 4-year writing. FRC knows this. If the English department had time to breathe and look at its sequence, that would be a stellar contribution to student success.	10/20/2013 7:10 PM
19	The smart classrooms are the best for teaching. Minimum requirement should be a pod station and LCD projection. Document cameras to project student work onto the big screen... HUGE advantage. Assess to Computers or BETTER CAI lab... so desirable. Parking - when students arrive at class late, everyone loses. HUGE PROBLEM! MORE IMPORTANT THAN the technology.	10/20/2013 6:12 PM
20	I believe we provide sufficient training BUT it's finding the time to complete the training that's difficult. I believe we need to somehow have our facilities, equipment, and technology all work together. It seems we have upgraded some areas and not others so the campus classrooms, meeting rooms and facilities feel like a hodgepodge of working equipment and technology. It would be nice to see some consistency across campus.	10/20/2013 1:18 PM
21	Staffing: we are still under staffed but I understand why. Facilities: this is on everybody's mind and I hope that we are able to move forward with the Bond Measure Technology: I wish it were the same in each classroom. Doing presentations in different classrooms requires a knowledge of how that particular media cabinet works. Over the past couple of years I have had multiple problems.	10/19/2013 10:06 AM
22	Terrible parking situation for teachers and students	10/18/2013 12:37 PM
23	I believe we have great resources, but the faculty and staff have heavy work loads. There is not enough space, as well.	10/18/2013 11:22 AM
24	We are asked to do more and more every semester but we don't have the human support we most need--full time faculty. We can have the latest technology and a large number of computers, but if we do not have enough full time faculty to give programs continuity it won't matter.	10/18/2013 9:26 AM
25	some times it comes down to the each individual staff member and there needs, drives & goals for their selves and if they can be bothered and some times it is actually the support that the staff itself does not have to devote to the task(s)	10/18/2013 8:15 AM
26	Budget constraints impact this program	10/18/2013 6:47 AM
27	Seems that we need more room availability and more teachers or teacher availability.	10/17/2013 8:18 PM
28	First, we need to stop defining success solely in terms of getting students the hell out the door. They need time to explore who they are and who they want to be. We don't encourage self-discovery and self-exploration nearly enough, or even make it possible for students to learn how to do this.	10/17/2013 6:08 PM
29	We need more full time instructors, better equipment in classrooms and labs, better classrooms with appropriate furnishings, livable buildings (when you spend six hours a day in a classroom and a building, you want both to be conducive to thinking, learning, relaxing, and talking), and we need to be the owners of our training, especially when it comes to bringing in new faculty to the culture of each department.	10/17/2013 4:36 PM
30	We have talented people doing lots of good work with our students but we could do more with better staffing, equipment, facilities, technology and training.	10/17/2013 4:26 PM

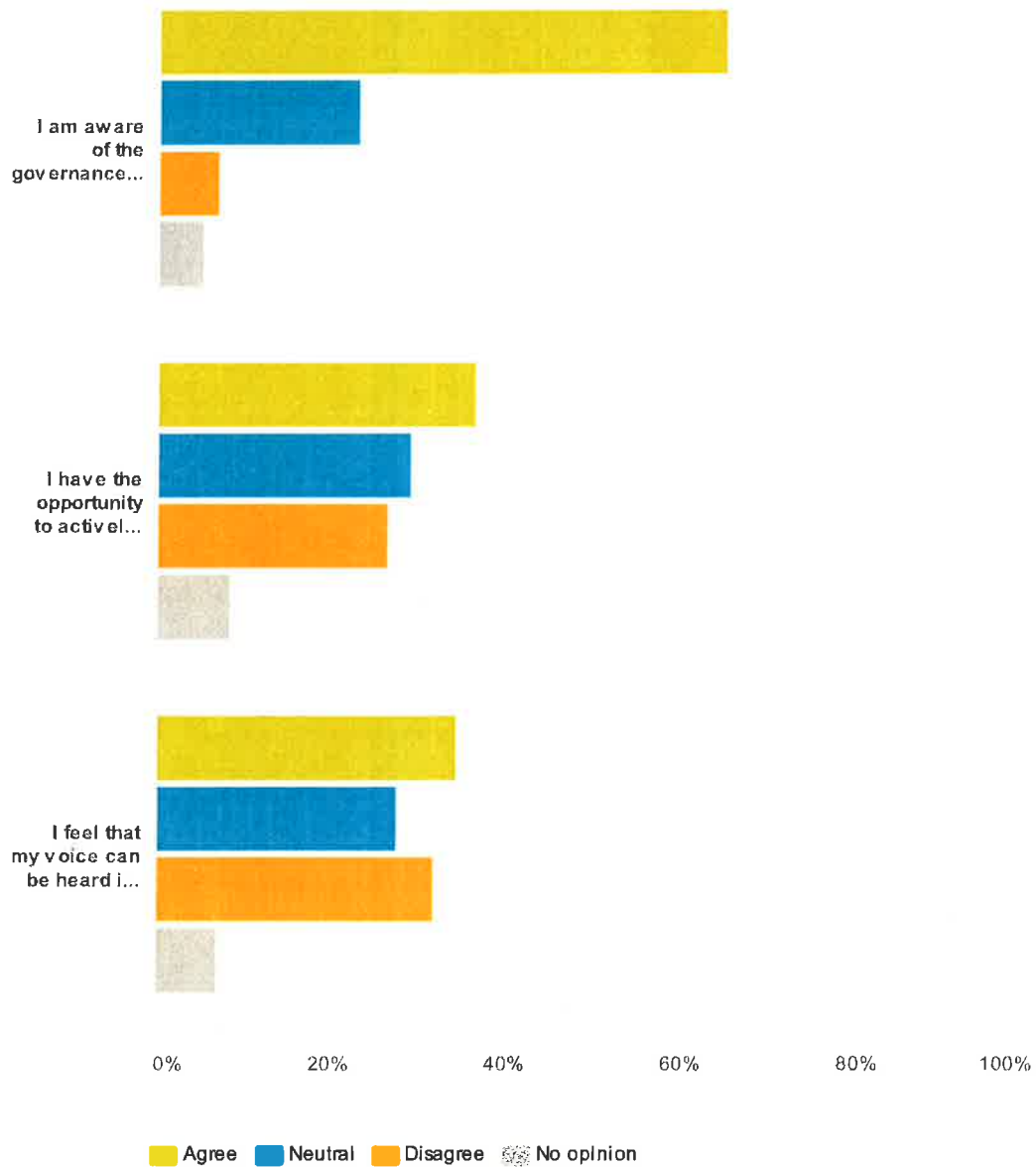
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- 31 If I consider parking lots (or transportation to the main campus a facility), I have to put a check in the "insufficient" column. One way to help students would be to have a campus where they could park without a major struggle and a lot of time. Could shuttles from other areas (the Earl Warren Show Grounds for one) be arranged? Staggered classes (Saturday, Sunday) could also help. I think there may be sufficient technology on the main campus. But Continuing Ed. ESL students do NOT have sufficient technological resources. There's a tremendous disparity, depending on location. One ESL class is held in a nursery cafeteria with a lot of microwave ovens, but no computers. Other classes are in elementary schools, middle schools, churches, community centers, Transition House etc. Wake Center and Schott Center have computer labs, but they are fairly small and extremely busy. Many of the Continuing Ed. ESL students have never touched a computer.
- 32 Not enough full time faculty. Shamefully inadequate, filthy classrooms.
- 33 We need more computers in the library--I see students waiting in line to use these resources! Also, open our Nursing Learning Lab on Saturdays--many students need and want additional hours for this lab.
- 34 I only say sufficient to Facilities because I know we're finally going to get rid of those crappy portable buildings (mostly because we are being forced to).
- 35 The FRC staff do an excellent job in offering pertinent workshops as well as one-on-one assistance with new technologies.
- 36 Money is wasted in unnecessary changes, such as furniture, locks on office doors, instead of directing attention to real urgent tasks, such as nonfunctioning blinds, flooring (nasty carpets that never get properly cleaned).
- 37 The introduction of new technology is especially wanting. Some genius came up with the idea of introducing a DVD only technology in the middle of the semester. I showed up to class one day to run a video for an assignment I intended to introduce only to find that the machine had been changed--no VCR machine! I brought the matter up to the Academic Senate only to be referred to some IT committee; I never heard what action was taken, if any.. I had to change the assignment and use DVD versions that worked some of the time. The current attempt to introduce the new lockdown system, I'm sure, will be problematic . because it is being introduced in the middle of the term.
- 38 Student services building is outdated and needs work. Our physical space for Student Health services is not adequate for the volume of students and staff to work to its optimum.
- 39 The budget cuts have resulted in a crumbling infrastructure on campus. Buildings are falling apart; internet access in offices and classrooms is terrible; the Administration continues to push for faculty to use more technology in the classroom and yet the infrastructure cannot support the use of technology. Classrooms have broken chairs, broken DVD players, computers that don't work, heating and cooling systems that haven't worked properly for years. Faculty need to have new computers more frequently than every 4-5 years. It becomes impossible to your work when your computer doesn't work.
- 40 Many courses still suffer from lack of labs and equipment.
- 41 I'm putting "insufficient" for facilities because there is definitely a huge problem with parking.
- 42 The IT staff for the Wake and Schott Campus was completely unavailable, and so was his boss, for the first 3 weeks of the term, with no other system in place (the help desk takes days to help). So we instructors had to hash things out.
- 43 If a student is enrolled in an evening photo class, the lab should be made available to those students during evening hours.
- 44 There should be a column between Sufficient and Insufficient...as in "Somewhat sufficient". Also even though we were directed to consider the college as a whole and not individual departments...the individual departments are what makes up the college as a whole. Some departments seem to be understaffed. Also there are very busy times (such as the beginning of each semester) and less busy times. If a department is understaffed during a "very busy time" then the domino effect impacts the student success rate.
- 45 "Student Success" is your problem! The top schools promote QUALITY OF EDUCATION, NOT "student success" in school - graduates out of school. Hello?

Q13 Please rate the extent to which you agree with the following statements:

Answered: 231 Skipped: 24



	Agree	Neutral	Disagree	No opinion	Total
I am aware of the governance and organizational groups that contribute to campus decision making.	64.94%	22.94%	6.93%	5.19%	231
I have the opportunity to actively inform campus decision making.	36.36%	29.00%	26.41%	8.23%	231
I feel that my voice can be heard in campus decision making.	34.20%	27.27%	31.60%	6.93%	231

#	Additional comments	Date
1	Institutional fit, adjunct status, and having a different take on how to include /or not/ technology are	10/28/2013 12:36 PM

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	not well received by those on the bandwagon.	
2	Decision making is done by a repetitive group of insiders who are often selected by administrators to tow their line. There is little input from faculty/staff in general, just the same insiders.	10/27/2013 4:43 PM
3	The VP of the college makes decisions without consulting faculty. Particularly in the area of curriculum which is mandated by the state law of "Ten Plus One".	10/25/2013 9:46 PM
4	It's a top down approach.	10/25/2013 4:43 PM
5	I'm a fairly new employee, so I'm not too familiar with campus decision making processes. Plus, I am a staff member, and staff members seem to be left out of the circle of information more often, though that seems to be changing on Lori's watch, which I greatly appreciate.	10/24/2013 1:29 PM
6	Under the leadership of Lori, Jack, and Alice, I believe my voice is heard and respected.	10/24/2013 10:35 AM
7	I feel that my voice can be heard in campus decision making: when the administration wants to do something, they do it! No matter what. Administration makes decisions of what looks good, not what is good!	10/24/2013 9:10 AM
8	CPC should rotate membership at least every two years. The same group is making all major decisions for the college and does not effectively stay "in touch" with constituents (especially classified staff)	10/24/2013 7:10 AM
9	I don't believe the Senate is as responsive to faculty voices as they have been in the past. Or maybe it is, but I was once one of the reps those "in power" in the Senate listened to. Perhaps it's the same pattern. Those folks who donate time and take on more and more responsibility and end up leading the Senate may feel they have more knowledge of how to move the campus forward in terms of new programs, curricular changes, etc. And they may, in fact, have such knowledge. But if they are using that knowledge to impose changes in the department that affect faculty FT and PT workload, affect curriculum and pedagogy, without full explanation, consultation, and buy-in and we then just receive decisions we must implement, it's not shared governance. Saying we held forums doesn't cut it, for SO many reasons. I believe if discussion began at departmental level with a vote; if department members reported votes and pro-cons to their individual Senate Committees who then voted or wrote a report of discussion; and if the Senate then considered the individual department tallies (cross-disciplinary tallies) in their deliberations, and then voted on issues that have a major impact on curriculum, cross-disciplinary collaboration, faculty workload with a full understanding of how this effort will be implemented within departments, then we could say voices were heard. The recent flurry of emails over +/- grading, though an imperfect example, reveals what can happen without a process designed to consider consequences for faculty, departments, the campus, and, most importantly, students. That decision is so critical to student success and so problematic in how it is being implemented. For example, some assign, some don't. How are transfer institutions supposed to read transcripts? They must assume we all assign +/- . As the email discussion has shown, this may also generate problems with students course shopping and with disclosures on the syllabus of what may be wide variations within sections of courses on not just whether +/- is implemented, but how it is calculated, putting the college (and instructors?) in danger of law suits. We can't just simply say, "Well, each teacher gets to determine what they want to do and what percentage is an A, A-, B+" Especially if a - puts a student below transfer or a + from someone who doesn't assign these grades could help them meet transfer. How did this pass the scrutiny of departments, the Senate, and the administration?	10/20/2013 7:10 PM
10	As an adjunct, I feel that sometimes, my opinions aren't wanted, or valued. Occasionally we can't vote on issues that affect us. I've often thought there should be two levels of Adjuncts. One level who join committees, attend all in service and training, and make a contribution to SBCC beyond the minimum requirements. The second level are adjuncts who do the minimum acceptable to continue to be hired. How the active adjuncts would be adequately recognized a good question...perhaps higher seniority in choosing classes to teach, perhaps voting privileges that don't normally extend to part time people.	10/20/2013 6:26 PM
11	There are many adjuncts, but full time instructors have a bigger say as a group on the running of the college.	10/20/2013 3:50 PM
12	Yes/No Although I feel that we have made leaps and bonds when it comes to Classified Staff's involvement with shared governance, because of our new leadership, I feel we still have work to do when it comes to the overall attitude of how much Classified Staff contribute to this campus. We are on the front lines everyday with our students and our knowledge and voice should be taken more seriously.	10/19/2013 10:08 AM
13	I work at SBCC very part time and am uninvolved.	10/19/2013 9:36 AM
14	Jack Friedlander is a terrible representative of SBCC. Nobody believes him. He says he listens but does not. If you ask him a question he will just talk and talk and talk, saying nothing and not answer the question, and then tell everyone that he has run out of time....	10/18/2013 12:48 PM
15	I am only vaguely aware of the governance and organizational groups so therefore I don't really know	10/18/2013 8:27 AM

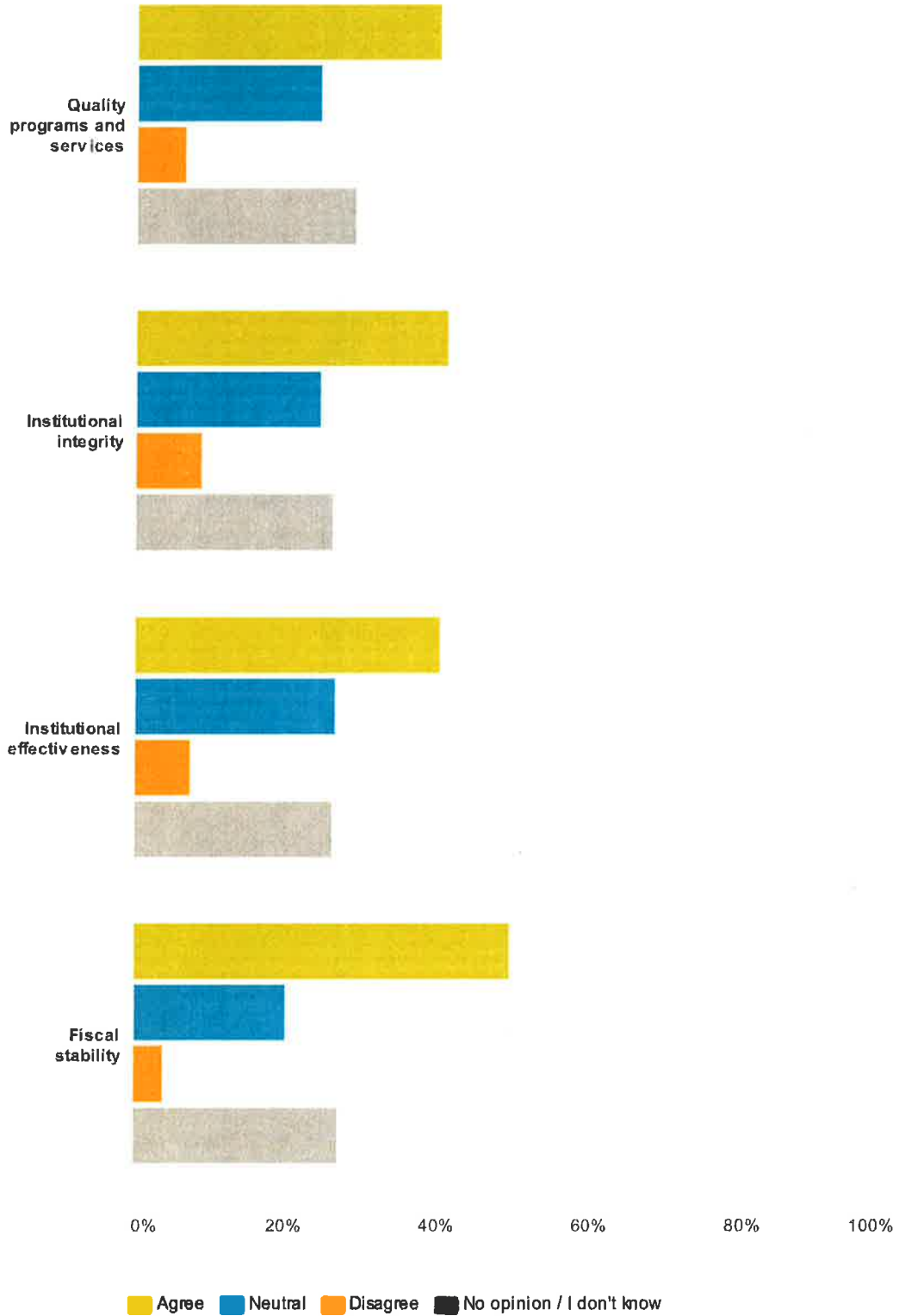
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	of my opportunities to actively participate in decision making hence I have never even tried to make my voice be heard	
16	Part time adult high school teachers have very little voice even compared to main campus adjunct faculty.	10/17/2013 9:21 PM
17	As an adjunct, I feel that most of the full-time faculty ignore us and treat us like dirt. Just my 2 cents worth. The administration doesn't know we exist.	10/17/2013 6:11 PM
18	Adjuncts have little influence	10/17/2013 4:56 PM
19	I'm aware that we can all get involved in these activities; it's just whether one wants to or not. It's not a gated community.	10/17/2013 1:47 PM
20	Number 2 doesn't make sense to me	10/17/2013 1:38 PM
21	we may be heard, but it seems we are mostly ignored after being heard. You know, the "I hear what you're saying and I'll take that under advisement" seems to be the way things are dealt with. Just see the smoking issue as well as parking (which has been going on since the 70's!)	10/17/2013 12:49 PM
22	Those that are interested in campus-wide governance have the opportunity to get involved.	10/17/2013 12:37 PM
23	I have been retired almost 5 years so have not had day-to-day contact or input but I do get a lot of community input from my friends and neighbors. I also attend lectures off and on and keep in contact with faculty still employed full-time (who are very happy).	10/17/2013 12:30 PM
24	Some important decisions are made by less than a handful of people. Curriculum is an important example, and an unfortunate one, given the fact that it is the only area where faculty should have an important role. Decisions are made by chair, Kathy O'Connor, and Laura Castro, leaving the rest of the committee only with the task of saying "aye" when a vote comes up.	10/17/2013 12:27 PM
25	I'm in the midst of starting an organization to serve adjunct faculty interests. The outcome is pending.	10/17/2013 12:19 PM
26	We live a democratic society but when we get to work we have bosses that make choices for everyone.	10/17/2013 12:08 PM
27	Committees need to communicate better with faculty about the issues they are discussing and addressing.	10/17/2013 12:02 PM
28	Adjuncts have no voice	10/17/2013 11:51 AM
29	Please see my comment about adjuncts being marginalized and therefore not optimized. There's a lot of untapped talent there that could be deployed to increase what students learn.	10/17/2013 11:43 AM
30	As an adjunct, I feel my voice is not heard.	10/17/2013 11:33 AM
31	Faculty voice really drives the college. We have input but it is all about faculty.	10/17/2013 11:23 AM
32	Again...a column labeled "somewhat" would be nice. Question # 2 does not make sense. "I have the opportunity to actively inform campus decision making". Inform who?	10/17/2013 11:23 AM
33	My main concern is that the same people sit on the same committees semester after semester year after year.	10/17/2013 11:17 AM
34	Admin does what it wants and you become an enemy simply for questioning Admin.	10/17/2013 11:16 AM
35	I'm an adjunct. This college really doesn't care much for what we have to say. Our representation is perfunctory. And yet, no other group of employee works harder on behalf of our students and with the least remuneration.	10/17/2013 11:07 AM

Q14 The Board of Trustees establishes policies to assure:

Answered: 231 Skipped: 24



Agree Neutral Disagree No opinion / I don't know Total

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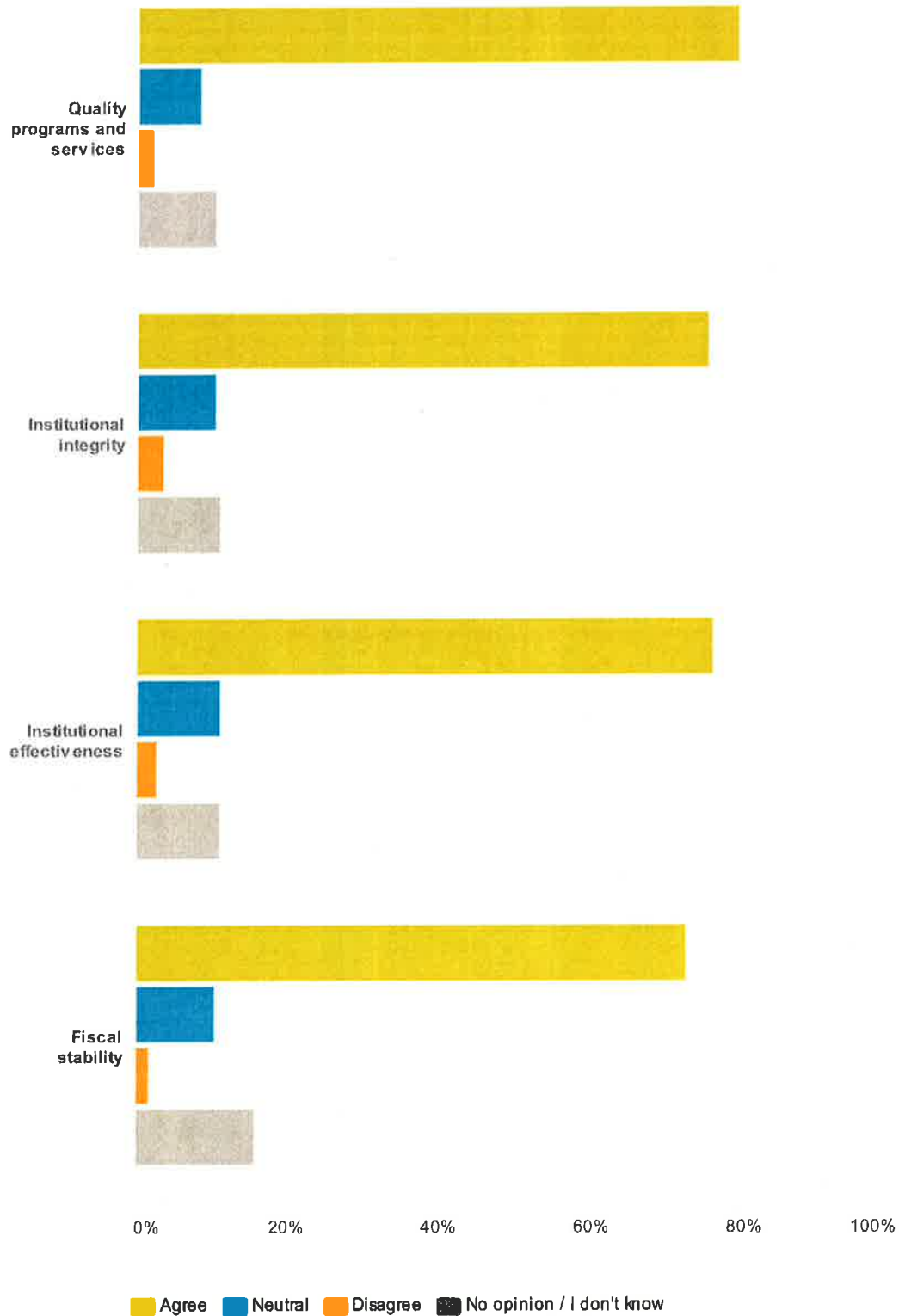
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	40.26%	24.24%	6.49%	29.00%	
Quality programs and services	93	56	15	67	231
Institutional integrity	41.13%	24.24%	8.66%	25.97%	231
	95	56	20	60	
Institutional effectiveness	40.26%	26.41%	7.36%	25.97%	231
	93	61	17	60	
Fiscal stability	49.35%	19.91%	3.90%	26.84%	231
	114	46	9	62	

#	Additional comments	Date
1	Revisions and additions to Board policies to guide and support these goals is still in progress. An organized revision was long overdue and the Board is pleased that this project is finally proceeding.	10/28/2013 7:12 PM
2	Policies? The Board has been derelict in policies/procedures for several years, and accreditors have demanded change but it is too slow in coming. Integrity is lacking—a lot of public relations with this group and the new president.	10/27/2013 4:43 PM
3	As a Trustee I am confident that the members of the Board of Trustees are all striving to play the appropriate policy roles that will lead to high quality programs.	10/26/2013 8:36 PM
4	This board has been very proactive in recent years to assure our students' needs are being met and that our institution operates with transparency, effectiveness and the highest level of integrity.	10/26/2013 5:47 PM
5	Until district policy is available online, then I do not see how the college honors the integrity it purports to uphold.	10/24/2013 1:44 PM
6	I don't really know what the Board of Trustees does.	10/24/2013 1:29 PM
7	Solid board!	10/24/2013 10:35 AM
8	I think this has improved greatly since the new board members became involved over the last few years.	10/24/2013 9:45 AM
9	I assume that they do.	10/21/2013 3:56 PM
10	The current board 2013-14 is too political	10/18/2013 3:58 PM
11	I really do not know what the board of Trustees does.	10/18/2013 2:47 PM
12	They seem to be getting better at keeping their noses where they belong in this area.	10/18/2013 7:59 AM
13	I have never even met a BOT member, except Peter, who used to be a faculty member. Don't feel they are in touch with the faculty, or want to be.	10/17/2013 6:11 PM
14	I am totally neutral about the board, They tend to balance each other out. Some are there for themselves, others for students and SBCC. It's always been that way. The strange thing is that we elect these individuals and some of them run almost uncontested, yet they don't have to prove to the electorate that they know the school or its mission.	10/17/2013 4:40 PM
15	I don't have any idea what the board of trustees does.	10/17/2013 1:47 PM
16	I know little about the Board of Trustees.	10/17/2013 12:37 PM
17	Isn't because of the actions of The Board of Trustees we are under "probation"? That's deplorable and embarrassing.	10/17/2013 12:35 PM
18	We shall see on all of the above.	10/17/2013 12:19 PM
19	Certain members of the Board give priority to taking care of the special interest groups that helped to put them in power when they ran their election campaign a few years ago.	10/17/2013 11:47 AM
20	The Board does not follow it's own policies.	10/17/2013 11:33 AM
21	Still very unsettled about what happened with the Board and the former president of the college. Don't feel confident they know what they are doing.	10/17/2013 11:30 AM
22	The track record of SBCC shows none of the above We almost lost accreditation. Wake up.	10/17/2013 11:16 AM

Q15 The Superintendent/President leads the institution in promoting and fostering:

Answered: 231 Skipped: 24



0% 20% 40% 60% 80% 100%

Agree Neutral Disagree No opinion / I don't know

Agree Neutral Disagree No opinion / I don't know Total

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	79.22%	8.23%	2.16%	10.39%	
Quality programs and services	183	19	5	24	231
Institutional integrity	174	24	8	25	231
Institutional effectiveness	175	25	6	25	231
Fiscal stability	167	24	4	36	231

#	Additional comments	Date
1	A lot of cheer leading, but integrity is lacking. She's an administrator type who must show an excessively happy face to the public, so you're left with disbelief about half of what she says. Fiscally, she spends like a drunken sailor, with numerous consultants hired to do the work the administrators have failed to do on their own, yet they still earn their pay.	10/27/2013 4:43 PM
2	The Superintendent/President is a remarkable leader with a sincere interest in the welfare of the students and a strong belief in the broad participation of the campus community.	10/26/2013 8:36 PM
3	Dr. Gaskin has excelled beyond most expectations. Her competence and intelligence, on par with her enthusiasm and true dedication to the mission of community colleges, has inspired faculty, students and local community members.	10/26/2013 5:47 PM
4	Lori Gaskin is one of the best leaders I have ever encountered and is a big reason why our school is so successful and maintains a culture of success.	10/25/2013 9:50 AM
5	Thanks to Lori's Monday emails, I do have a bit of an idea what the President does.	10/24/2013 1:29 PM
6	She is the best leader for this campus. I am in awe how much she cares about all of us on campus and how we present to the community. One example: The grounds are looking so good! Selecting Lori as our president was a stroke of genius. Whoever "found" her deserves a raise.	10/24/2013 10:35 AM
7	I think the new president is doing a great job being positive while providing opportunities to improve!	10/24/2013 9:45 AM
8	Dr. Gaston is an available and easy to talk to administrator. I believe that she is doing an excellent job.	10/21/2013 10:51 AM
9	The integrity is over only one issue. CA is trying to get students through hs, cc to univ. faster. While our department has been more than supported and involved in making this happen, it seems like the push knows no boundaries. When we caution that some initiatives may harm students both in the short and long run based on research of how critical thinking and literacy levels in reading and writing are recursive and require time and provide evidence that our national organizations offer position statements crafted by the top researchers in the field (and draw on high school, cc, and 4-year scholars) and the research is ignored in favor of "serving students" in our high schools, it's a tad problematic. While my department has done its share (the lion's share?) of contributing to multiple student success programs (many grant funded) over the years, our department does not want to be the first CC to choose to participate in programs that national research has shown as ineffective. One would think our president would support us on this, and we hope she will do so. I believe the integrity of SBCC teaching of English is at stake, as is institutional integrity.	10/20/2013 7:10 PM
10	AND...Employee camaraderie and a shared vision.	10/20/2013 6:26 PM
11	She is definitely working and leading this institution with a very positive attitude. I am hoping she gets the support to do what she feels needs to be done. I admire anyone with the drive & dream/focus to lead such a big organization	10/18/2013 8:27 AM
12	Lori is doing superb work	10/18/2013 7:59 AM
13	Are you asking if the current person does this task, or if this is the job description for such a person? I do not know which to answer	10/17/2013 8:19 PM
14	I would qualify this statement by saying s/he leads in partnership if shared governance works. I have seen superintendent/presidents act as if they were some new super species of educator once they took over. If they haven't been in a classroom as many haven't or have minimally, they are more likely to adopt the aforementioned stance.	10/17/2013 4:40 PM
15	I think the President has not been in office long enough for me to make such a judgment.	10/17/2013 1:47 PM
16	One word descriptor of Lori: Fantastic!	10/17/2013 12:53 PM

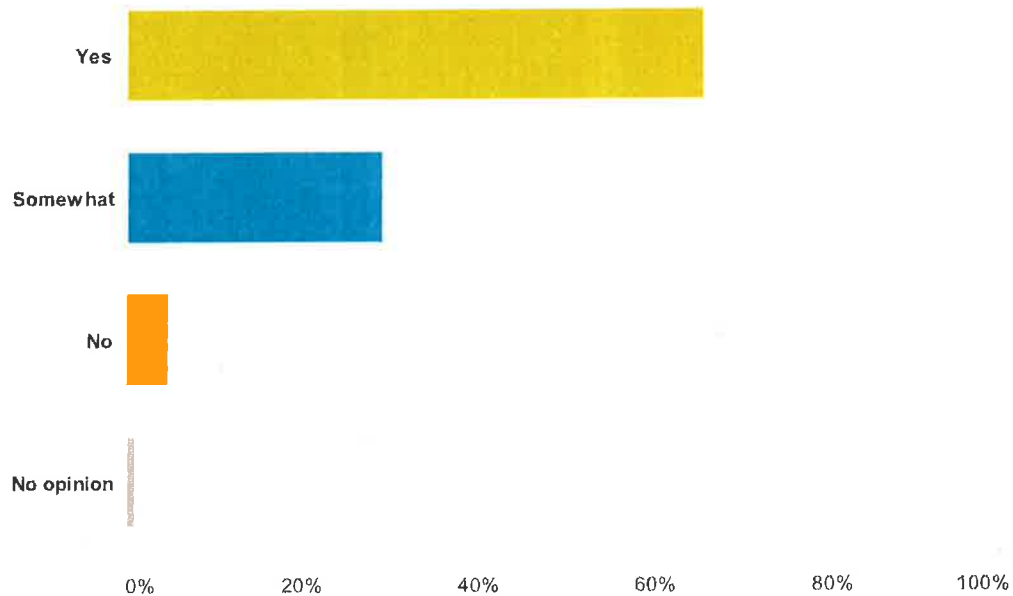
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17	Lori Gaskin has done a remarkable job with the morale and image of SBCC since she began. She presents such a professional, realistic, and open presence that it draws the college (faculty, staff and students) together, as well as the local community, for the 'greater good.'	10/17/2013 12:30 PM
18	The President is truly trying to have transparency in decision-making. Unfortunately, we live with too many "old ways".	10/17/2013 12:27 PM
19	Dr. Gaskin is doing the best she can, but has a hard job ahead of her.	10/17/2013 12:19 PM
20	Lori Gaskin has a clear and strong vision for the campus.	10/17/2013 12:02 PM
21	Promoting good relations with the community	10/17/2013 11:51 AM
22	Let's hope that the president can maintain her independence from the Board and won't be crushed if/when she departs from their wishes. (Her predecessor tried, and the Board got rid of her.)	10/17/2013 11:47 AM
23	My impressions of LG have been very positive. She seems open, calm and reasonable even though I am sure she is one of the busiest people on campus.	10/17/2013 11:43 AM
24	The President has left the handling of the CLL and CE and the One College program up to Vice President Jack Friedlander and it is a disaster.	10/17/2013 11:33 AM
25	Appreciate Lori's communication with the campus through her Monday updates. I feel she is accessible.	10/17/2013 11:30 AM
26	She and the Deans make sure that any rich kid whose parents threaten to sue, passes. Are you kidding?	10/17/2013 11:16 AM

Q16 Do you feel a part of SBCC?

Answered: 231 Skipped: 26



Answer Choices	Responses	
Yes	65.37%	151
Somewhat	29.00%	67
No	4.76%	11
No opinion	0.87%	2
Total		231

#	Additional comments	Date
1	As an adjunct I am dispensable.	10/28/2013 12:37 PM
2	I think this is true for most of our community's residents.	10/26/2013 9:56 PM
3	Growing in up in Santa Barbara, I used to think that SBCC's focus was to provide educational opportunities first for the people of the city of Santa Barbara and county, then the state, then a much smaller group outside of this...but this has shifted. I recently viewed the demographics of students, and see SBCC now has more out-of-district students than in-district. (8207 in, 8967 out in Fall 2013). Okay. In addition to but outside of those numbers, international students now makeup 7.8 percent of the total student population (1,541 total out of 19,678), with out-of-state students at 4.9 percent (963 total) so I now ask myself, has SBCC redefined its definition of "city" in City College? Guess I'm hung up on the term of community or city (By the way, which is it?) Regardless, the answer is no, I don't feel a part of Santa Barbara CITY College, but rather a part of some another type of higher ed institute that is still searching for its identity and place. What that may be, I don't know.	10/25/2013 5:43 PM
4	Adjuncts are given no voice and treated extremely poorly.	10/25/2013 9:34 AM
5	A large part of my feeling a part of SBCC is based on my experiences as a student and student worker. That experience reinforces my feelings of belonging as a staff member now.	10/24/2013 1:36 PM
6	Very much so. I love how all parts of the campus community interact with each other.	10/24/2013 10:36 AM
7	I think in some departments Adjunct are treated as second class citizens. This seems to be heavily influenced by the department chair at the time. Under some chairs Adjunct are respected and under other they are oppressed, all with in the same department.	10/24/2013 9:51 AM

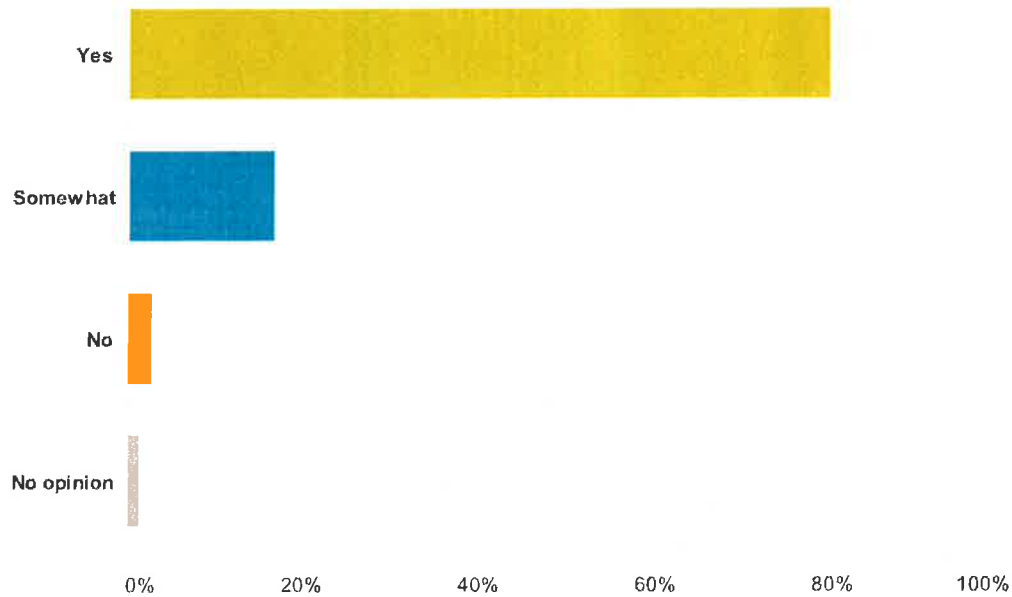
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8	Great people to work with. Great place to work. Some of the top administration get too much money, and no way to measure their performance. We were in dire situation last year in term of job security for average workers. This year administration got a huge pay raise.	10/24/2013 9:17 AM
9	Due to my connection to my department and my years of service.	10/20/2013 3:51 PM
10	We have the most amazing sense of common purpose, inclusiveness, and team effort in this organization. Anyone who does not feel a part of SBCC is not paying attention, or is trying to deliberately ostracize themselves.	10/18/2013 1:14 PM
11	It almost consumes my day every day whether I am there or not. I am constantly thinking of what I can do for my students.	10/17/2013 4:42 PM
12	I would feel more a part of SBCC if there was not such a huge divide in the power structure of full-timers vs. adjunct.	10/17/2013 4:21 PM
13	I feel a part of PART of SBCC.	10/17/2013 1:34 PM
14	Previously I did not feel like I was a part of the SBCC community. However, the current president's on-going efforts to hold inclusive staff events that include classified, faculty, and administrators has made me feel more a part of the SBCC community and team.	10/17/2013 1:17 PM
15	I would be better integrated if, as an adjunct, I didn't have to go all over kingdom come to earn a living. At the moment, teaching 8 courses (thankfully 6 of them online), at 4 institutions doesn't exactly promote solidarity with the college.	10/17/2013 12:25 PM
16	I feel I am as much a part of SBCC as possible as an adjunct. I have worked on several committees over the years without compensation. Glad to do it as it seemed a part of my becoming a full member of the SBCC family. However, it has been shown that adjunct input is welcome as long as it is free and as long as we follow what full timers think is best.	10/17/2013 12:13 PM
17	Not only do I feel a part of it - I feel like I live here! I am a classified staff, a part-time instructor, and a student!	10/17/2013 11:59 AM
18	Some adjuncts have no desire for participation in the broader goals of the institution. Many, however, do. Most know the barriers to fuller participation and gave up long ago. That's a legion of useful energy not even at the table.	10/17/2013 11:51 AM
19	Feel there is a disconnect between the function of the office I work in and the institution as a whole.	10/17/2013 11:30 AM
20	Even though I am part time, adjunct, I feel that I am always invited and am a part of the SBCC community.	10/17/2013 11:19 AM
21	SBCC is dominated by the EVP. It's his college. It should belong to the community.	10/17/2013 11:17 AM
22	Again, it's the adjunct thing. You folks have to stop thinking of us as temporary part-timers. Most of us are neither. There are so many things -- little things -- you could do to not remind us that we are of lesser value as employees. For one, have awards recognizing adjuncts. Include our names on the graduation programs. Have a faculty lecture for an adjunct instructor.	10/17/2013 11:11 AM

Q17 Are you happy working here?

Answered: 230 Skipped: 25



Answer Choices	Responses	
Yes	79.57%	183
Somewhat	16.52%	38
No	2.61%	6
No opinion	1.30%	3
Total		230

#	Other (please specify)	Date
1	But, I would like equal pay for equal work.	10/28/2013 12:37 PM
2	As a new trustee this year the Trustee experience has been very positive.	10/26/2013 8:36 PM
3	I love teaching. The meetings and politics are horrible at SBCC. When Dr. MacDougal was President of the college, he read every one of my reviews. Now, I am not sure if anyone even reads the reviews. Some faculty members have not been reviewed in over eight years.	10/25/2013 9:48 PM
4	Some days are excellent, others a drag, while others are non-nondescript. So yes, no, and all the above. If you're happy all the time, then you scare me. Same goes for being unhappy all the time.	10/25/2013 5:43 PM
5	I LOVE working here.	10/25/2013 9:50 AM
6	I am happy teaching, but I feel that adjuncts are treated as second class citizens at SBCC. My department, in particular, treats us very poorly. They appreciate nothing we do. We are powerless.	10/25/2013 9:34 AM
7	Honestly, I like pretty much everyone, except my Chair.	10/24/2013 4:40 PM
8	I love SBCC, but the understaffing in relation to the increasing number of students is worrisome and makes my job more difficult on a daily basis.	10/24/2013 1:36 PM
9	Very happy!	10/24/2013 10:36 AM
10	But I do not like how some of the full time faculty treat the Adjunct. There are other full timers who are amazing, inspiring, respectful, and supportive. A few negative full timers have a strong impact.	10/24/2013 9:51 AM

Reflections on SBCC 2013

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11	I really like the people I work with, but sometimes I get frustrated with some of the procedures and equipment that seem outdated.	10/24/2013 9:34 AM
12	I love SBCC. Because of its faculty and staff and how dedicated they are to the students.	10/24/2013 9:17 AM
13	This is a great institution and my colleagues are, for the most part, quite wonderful. However, many of us are stressed out and exhausted. We would love to teach fewer sections with fewer students, to give the students the time and attention they require to be more successful.	10/24/2013 8:53 AM
14	I have friends and colleagues in other educational institutions. SBCC is truly in a class apart in quality of instruction, collaborative governance and student-focus. This is a great CC!	10/24/2013 8:25 AM
15	Love it!	10/24/2013 8:21 AM
16	Although extremely overloaded	10/24/2013 7:11 AM
17	Very happy!	10/22/2013 8:19 AM
18	Very.	10/21/2013 3:56 PM
19	I chose to come here while my university tried to keep me at their institution. I've never regretted it. And I've contributed a lot both on campus and off campus to insure the most vulnerable students and their faculty would have a voice on and off campus. I've been applauded for these efforts here, at state and national level. I wouldn't work want to work anywhere else. (I remember someone saying to me that I should go to work with students in an "at risk" district because I had so much to offer. I said, "If we can't do it here, we're all in trouble." We do do it here. We need to do much more and I think we can do so with better coordination and more inclusiveness from both PT and FT who successfully help our most at-risk students negotiate the terrain of personal and academic responsibilities. If only all faculty understood all the resources they had; if only all students understood how to blend their student success option programs.	10/20/2013 7:19 PM
20	Pay could be significantly improved to allow younger faculty hired within the last 10-15 years a chance to afford the high cost of living in the county. While we are ranked #1 in the nation, our salaries definitely do not reflect this. The out of pocket cost of insurance should be improved as well. Instead of reducing the cost for the 80% plan, it should be reduced for the 100% plan.	10/20/2013 7:16 PM
21	I love my job. SBCC is a wonderful place to work and although the past 2-3 years have been bumpy I feel we have extremely competent leadership in place now. I really believe that things will continue to get smoother as we continue on into the future. I am really fortunate to work here and I try to see it as the privilege it truly is.	10/19/2013 10:10 AM
22	I teach here because I enjoy it.	10/19/2013 9:36 AM
23	I'm am so lucky and happy to be a FT tenure track faculty member.	10/19/2013 12:23 AM
24	I think we rival Disneyland as the "happiest place on earth." And, whereas Disneyland is a facade, we are the real thing. Working here is very rewarding and fulfilling because it feels like being on a winning team. The players are highly skilled, yet humble and willing to keep learning and improving. We work well together; we rely on each other and share the victories. We value and acknowledge the contributions of each member of the team. Add to all of that the unbeatable physical environment: the breathtaking views, the wonderfully mild weather, and a supportive surrounding community, and you truly have the best place to work; to say I feel blessed working here is a huge understatement.	10/18/2013 1:14 PM
25	There are not enough full-time professor opportunities. It has been 5+ years in some departments since a full-time opportunity has even opened, and while times have been tough economically, the college seems to be taking clear advantage of the hard-working, committed, and talented adjunct faculty by relying on them to take up the slack because there are more students coming here than ever! It is a morale killer to know that there is no room for advancement! Appreciate the adjuncts more- there is nothing that even acknowledges them- no lunch, no tea, no formal thanks. And that is just plain wrong.	10/18/2013 9:33 AM
26	enjoy teaching but that's it	10/17/2013 8:58 PM
27	I have always loved working here at SBCC. However, in the past year I see myself and others so incredibly overworked that it is starting to change my view which is sad.	10/17/2013 7:20 PM

Reflections on SBCC 2013

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28	That my (and at least 12 other colleagues) terminal MFA degree is not recognized or respected is a significant factor in the reduction of my happiness in working here. This lack of recognition and respect is a long-term issue of pay, rank and peer discrimination towards the MFA degree holders across many disciplines. This institutional position has me considering alternative career options. There is an arrogance in our CCC system as well as our local campus community which refuses to recognize a degree that is fully recognized as equivalent to the PhD in nearly all, if not all four-year and graduate degree granting colleges and universities throughout the country. Multiple accrediting agencies approved by the US Department of Education validate the above parity/equivalency statement. After all my efforts and those of my colleagues to educate and inform a variety of institutional campus entities over the last three years, I can no longer attribute this position as ignorance. It appears to be intentional discrimination.	10/17/2013 6:45 PM
29	But not always because I see things that disappoint and displease me quite often. These usually involve the heartache that some students live through or the immaturity of faculty in quibbling about which end of the egg should be up.	10/17/2013 4:42 PM
30	I would be happier if there was a realization and awareness that teacher success equals student success. We need to see our teachers as former students who are now in the workplace. We need to imagine how successful our students would feel if they became adjunct faculty, or staff, administrators, counselors or custodians in our college. When all reach their own measure of success, then we can feel that our job is a job well done, not only when our students succeed at graduating. We need to expand our vision and learn to look within.	10/17/2013 4:21 PM
31	Like any other work place, life is hard but this has got to be the least stressful, most welcoming, enjoyable place to work and spend 40hrs of my week here. The Faculty and Staff here make you feel at "home" making this in my opinion the most relaxing job ever :) THANK YOU SOOOO MUCH FOR THIS OPPORTUNITY!	10/17/2013 1:09 PM
32	Since I have been retired for nearly 5 years I can't say how happy I am working at SBCC but I can say that I am incredibly proud to say that I had worked at SBCC, and retired after 37 years. I always get admiration and a respectful response from those whom I meet.	10/17/2013 12:33 PM
33	I get along well with both colleagues and the department I am a member of. The two fulltime staff and six or so adjuncts have equal say in the decisions of the department and we all speak freely. The department should be the model for the rest of the academic departments at SBCC.	10/17/2013 12:25 PM
34	I would be happier if adjuncts had more representation, which would result in more attention being given to the quality of employment for adjuncts. We are the backbone and the key instructional staff and we do not get the recognition and respect we deserve, nor do we get inclusion on decision making, though we are expected to carry out the decisions made by others for us.	10/17/2013 12:13 PM
35	My work is work not a job. I love promoting our youth to become educated to contribute to the global good.	10/17/2013 12:10 PM
36	Although I get very frustrated at the lack of resources and poor internet/infrastructure in classrooms and in faculty offices.	10/17/2013 12:02 PM
37	I was very unhappy due to certain problems, but I got a new supervisor who is such a good listener and problem-solver. She was willing to hear the problems the staff were having, and she took action to solve the problems. Ever since that happened, I have been happy working here again, like I used to be.	10/17/2013 11:59 AM
38	VERY!!	10/17/2013 11:55 AM
39	Way more fun and gratifying than I expected. I am always reworking material to increase what is absorbed. I have the advantage of being extremely well led in the School of Justice Studies. Profs Redding and Mahoney are highly competent, responsive, and not interested in resting on their laurels.	10/17/2013 11:51 AM
40	Extremely happy!	10/17/2013 11:29 AM
41	teaching is a great privilege.	10/17/2013 11:17 AM
42	I know my above comments make it appear that I don't. But I love my job and I have a good rapport with many members of our SBCC community. Now, if I could just be paid what I am worth. . .	10/17/2013 11:11 AM
43	The workload can be so great that you don't get a chance to think through what you're doing. This results in a lot of half-baked solutions.	10/17/2013 11:11 AM
44	not in my department!	10/17/2013 11:07 AM

CPC Classified Staff Hiring Process

Introduction

The purpose of this document is to describe a College-wide process for hiring **new** classified staff. This is a challenging problem due to the many, sometimes quite different, jobs classified staff perform in support of the College and its mission. However, in order to give all quarters of the College the ability to articulate their needs, a process needs to be created that is as fair as possible.

This process is broken up into 4 pieces:

1. Identification of Need
2. Ranking of Positions
3. Allocation of the Number of Positions
4. Hiring

There is also a process for the exceptions to the process. The next several sections describe each part of the process.

1. Identification of Need

Annually, a call for proposals is made campus wide with a special effort being made to inform line management in Ed Programs and Operations of the opportunity to ask for staff. The request would come in the form of a series of questions answered by the potential direct supervisor of the requested new position. All of the aggregate requests would be compiled into a pool to be evaluated and ranked. Requests must also be included in each areas Program Review submission in order to be considered in this ranking process.

Evaluations and ranking are performed by a subcommittee of CPC, the Classified Staff Hiring Subcommittee. Members of this subcommittee include:

Paul Bishop
Pat English
Kenley Neufeld
Kathleen O'Connor
Michael Medel
Joyce McPheter
Cindy Salazar
Elizabeth Auchincloss

2. Ranking of Positions

To rank positions the Classified Staff Hiring Subcommittee would read all of the submitted requests and ask the requestors to come to the committee and answer questions regarding the requirements for the new position. This process is mainly to aid the subcommittee in learning about the College's needs which should improve the ranking process. Once all of the managers have been provided the opportunity to discuss the requirements for the new positions the subcommittee will rank all of the positions using a weighted ranking method (the "Wopat" method). In the event of a tie the two tied positions will be ranked separately and that ranking order use to resolve the tied order in the original ranking. Once ranked the positions within the allowed allocation of positions would constitute the subcommittee's recommendation. This would proceed to CPC.

- Criteria for positions