SANTA BARBARA CITY COLLEGE

INSTITUTIONAL RESEARCH OBJECTIVES
FOR THE 1987-1988 ACADEMIC YEAR

June 5, 1987
Measuring the Effects of SBCC's Study Abroad Programs on Students' and Faculty Members' Learning and Personal Development.

During the 1987-88 academic year, the college will be sponsoring study abroad programs to Mexico, Spain, New Zealand, Centers of European Art (London, Paris, and Florence), and England (Cambridge). This study will be designed to measure the knowledge and insights students and faculty members gain from their participation in these programs over and above that which they could have acquired had they taken the same courses at SBCC. Information for this study will be based on students' responses to a pre-test and a post-test regarding their knowledge and understanding of the host countries (e.g., culture, customs, people, geography, political environment, economy, language, views of America) before and after they return from their study abroad program. The pre-tests and post-tests will be developed by the project director and members of the International Education Committee. Items will be based on what the project directors and International Education Committee members believe students should gain as a result of their study abroad experience. The knowledge and insights gained by faculty members who served as project directors or associate directors for the study abroad programs conducted in 1987-88 as well as in Spring, 1987 (China/Japan and Cambridge) will be identified through semi-structured interviews conducted by members of the International Education Committee.

Benefits of the Project: This project should strengthen the college's Study Abroad Programs in the following ways: (1) the process of developing the pre-tests and post-tests will encourage project directors to identify specific learning outcomes they would like participants in their programs to achieve; (2) the identification of desired learning outcomes should stimulate project directors to plan activities that will increase the likelihood that those outcomes are achieved; (3) the results of this study can be used to strengthen future study abroad programs; and (4) the gains in students' and faculty members' learning and development can be used to promote the value of study abroad programs to students, faculty, and members of the community.

Persons Responsible: Jack Friedlander, project directors (Joan Grumman, Peter Haslund, Al Hernandez, Ken Nack, Phil Olsen, Federico Peinado, and Jinny Webber) and the International Education Committee.

Resources Needed: No additional resources will be required.
Date of Completion: February, 1988 for all but the Cambridge program, which will be completed in June, 1988.

2. **Design, Conduct, and Document the Results of at Least Five Classroom Research Projects.**

The purpose of classroom research is to help faculty evaluate the effectiveness of their own teaching. Classroom research will enable faculty to determine the extent to which a particular teaching strategy is having the desired effect on student learning in his or her own classroom. Classroom research studies differ from college-wide studies in the following respects: (1) the research is designed to provide faculty members with information they are interested in having regarding what is happening in their classes with their students; and (2) individual instructors are responsible for all aspects of the research project—from identifying the questions to be addressed, to designing and conducting the study, to interpreting and using the results of the project to improve their teaching.

The Institutional Research Committee will attempt to encourage faculty to undertake classroom research projects by providing suggestions on the types of questions that could be addressed and procedures that could be followed to obtain answers to those questions. This information will be disseminated to faculty at division and department meetings as well as in individual consultations. Members of the Committee will also be available to assist faculty members with all phases of their classroom research projects.

**Benefits of the Project:** This project should contribute to the improvement of instruction in the following ways: (1) it will foster experimentation and instructional innovation; (2) it will tie assessment to instructional improvement; (3) it will encourage faculty to examine the effectiveness of specific instructional strategies they use on student learning; and (4) it will stimulate discussion and the exchange of ideas about the teaching-learning process.

**Persons Responsible:** At least five individual instructors, Elaine Cohen, and Jack Friedlander. Where appropriate, the Faculty Enrichment Committee should consider requiring all applicants for Instructional Improvement Projects to build a classroom research project into the evaluation component of their proposal. The classroom research project should be designed to assess the effects of the project on student learning and development. It is possible that the evaluation will not take place until the following year when the innovation is implemented.

**Resources Needed:** $150 will be needed to tabulate responses to the assessment instruments developed by faculty to measure the success of their classroom research projects. Faculty use of this assistance will be optional. The time needed to develop these projects should be contributed by the individual instructors and members of the Institutional Research Committee. Classroom research projects should be required of all instructors who are given funds or reassigned time to develop an instructional strategy.
Date of Completion: February, 1988 for projects conducted in the 1987 Fall Semester; July, 1988 for projects undertaken in the 1988 Spring Semester.

3. Design, Conduct, and Document the Results of at Least Three Counselor/SPAs Research Projects. Student Services research is similar to classroom research except that the studies are designed and conducted by faculty. The purpose of student services research is to help individual members of the Office of Student Affairs staff evaluate the effectiveness of their own methods of delivering services to students. Individual staff members will be responsible for all aspects of the research project—from identifying the questions to be addressed, to designing and conducting the study, to documenting and utilizing the results of the project.

Members of the Institutional Research Committee will attempt to encourage Student Services staff to conduct research projects and will also be available to work with individuals who desire assistance.

Benefits of the Project: This project should result in: (1) improvements in the delivery of services to students; (2) an increase in experimentation with different approaches of providing services; and (3) an increase in the exchange of ideas among staff members on effective strategies for delivering services to students.

Persons Responsible: At least three individual members in the Office of Student Affairs staff; Dick Wotruba.

Resources Needed: $75 should be budgeted for student workers to tabulate the responses to the instruments used to gather data for these studies.

Date of Completion: February, 1988 for projects attempted in the 1987 Fall Semester; June, 1988 for studies initiated in the 1988 Spring Semester.

4. Develop a Prediction Model which Will Provide Accurate Placements in Developmental and Entry-Level, Degree-Applicable Courses.

Santa Barbara City College has received a grant of $80,000 from the Chancellor's Office Fund for Instructional Improvement to develop a guide to all colleges for establishing well-conceived assessment procedures and fair and meaningful course prerequisites. The following colleges will be working with SBCC on this project: Allan Hancock College, College of the Sequoias, Long Beach City College, San Diego City College, Miramar College, and San Diego Mesa College.

The purpose of this project is to develop a prediction model which will provide accurate information regarding the appropriate placement of students in developmental and entry-level, degree-applicable courses. The prediction model will be based on information collected during the mandatory assessment process such as test scores in English and mathematics, educational background characteristics, college goals, students' self-estimates of their skills, and demographic factors.
The prediction model will be developed by looking at the relationship between students' success in various categories of classes (e.g., English, sciences, foreign languages), their test scores and their educational backgrounds. The prediction model will be developed from data collected in the 1986-87 academic year and in the 1987 Fall Semester.

The models developed will enable us to: (1) determine how accurate we would have been in predicting students success in particular courses had they followed our recommendations for course placements; (2) identify the factors that are related to student success in particular categories of classes; and (3) establish recommended requisites for entry-level, degree applicable courses.

Benefits of the Project: This project will increase the accuracy of the advice we provide students regarding recommended course placements. This, in turn, should increase the likelihood that students will succeed in the classes in which they enroll. The project will also help us meet the following state-mandated requirements: (1) use of multiple criteria in making decisions regarding the placement of students into courses; (2) use of assessment procedures that are valid, fair, and sensitive for all students; and (3) identification of requisite skills for all entry-level, degree-applicable courses that are based upon systematically derived evidence of a relationship between student assessment measures and students' performance in the course. Additional benefits of this project include the exchange of ideas with the other colleges participating in this project and the opportunity to take the leadership role in the state for establishing well-conceived assessment procedures and fair and meaningful course requisites.


Resources Needed: None. This project will be supported by the $80,000 grant from the Fund for Instructional Improvement.

Date of Completion: September, 1987 for the retrospective studies based on the 1986-87 academic year. April, 1988 for the retrospective study based on the 1987 Fall Semester. The final report and recommendations will be available in August, 1988.

5. Faculty Perceptions of Skills Needed to Succeed in Their Courses.

Faculty members will be asked to identify the skills students need to succeed in the entry-level, degree-applicable courses that they teach. Instructors will be asked to rate the importance of each information item (test scores and student characteristics items) collected during the assessment process as well as other learning and study skills in determining student success in their courses. Faculty members will be encouraged to identify factors related to student success in their courses that are not being collected.

The objectives of this study are as follows: (1) to validate the variables included in the prediction models used to determine placements and course
requisites; (2) to identify additional factors that should be taken into account in establishing criteria for course placements and course requisites; and (3) to provide faculty members with information comparing their evaluations of the importance of specific factors in determining student success in their classes with the importance of these same variables in the prediction models developed for their classes.

The information acquired from the statistical prediction model and the study of faculty perceptions will be used to group classes into categories corresponding to the types and levels of skills needed to succeed in those courses. Such a study would enable us to place each course in the curriculum into an entry-level skills category and students would be advised to take classes from a specific category based on their test scores and their educational characteristics.

Benefits of the Project: The project will help improve the accuracy of the recommendations for course placements by identifying predictors of student success that are not currently being taken into account. The study will enable us to test the validity of the prediction models developed to establish appropriate course placements. It will also permit us to place classes into categories based on skills needed to succeed in those courses as well as validate the accuracy of the classification categories developed.

Persons Responsible: Elaine Cohen and Jack Friedlander.

Resources Required: None. The Fund for Instructional Improvement Grant will pay for the activity.

Date of Completion: April, 1988.

6. Studies Will Be Conducted to Evaluate the Effectiveness of the Following Programs:

The SBCC, Carpinteria High School District, and Santa Barbara High School District Articulation Council; SBCC/CSU Bachelors in Science Degree Program in Business Administration; the SBCC Outreach Efforts to Business and Industry; International Education; and the English Language Studies Program.

Benefit to the College: The evaluation studies will be designed to identify the strengths of the programs under review as well as areas in which the programs could be improved. The recommendations emanating from these evaluation studies will be used to enhance the effectiveness of these programs.

Persons Responsible: Jack Friedlander and the Coordinators of the programs to be evaluated.

Resources Required: None.

Completion Date: May, 1988.
7. **Initiate an Institutional Research Newsletter that will be Published at Least Once Each Semester.**

The purpose of this newsletter is to keep the college community abreast of the studies conducted by the Institutional Research Committee. The newsletter will contain summaries of the findings and recommendations of the studies that have been completed. The Newsletter will be distributed to members of the college community as well as to other community colleges in California.

**Benefit to the College:** The newsletter will heighten awareness of and interest in the studies conducted by the Institutional Research Committee. The newsletter should stimulate student and staff discussions on the implications of the research studies for improving the quality of the college's programs and services. The newsletter will also serve to inform other colleges of the projects being undertaken at SBCC with the anticipation that this information will stimulate an exchange of ideas on topics of mutual interest.

**Persons Responsible:** Institutional Research Committee (Jack Friedlander will be the editor) and Rob Reilly.

**Resources Required:** $600 to produce the two newsletters.

**Completion Date:** October, 1987 (Fall Semester edition); May, 1988 (Spring Semester edition).

8. **Identification of the Reasons Why Continuing Students Did Not Participate in the Early Registration Program.**

This is the third semester in which we have offered continuing students the opportunity to participate in the early registration program. Although this program has proven to be effective for those who have taken advantage of this program, participation in the early registration program has been relatively low.

The purpose of this study is to identify the reasons continuing students have for not taking advantage of the opportunity of selecting classes prior to the regular registration period. All continuing students who were eligible to participate in the early registration program for the 1987 Fall Semester but did not do so will be asked to complete a brief questionnaire during the fall registration process. The questionnaire will contain statements corresponding to the various reasons students may have for not taking part in the program, as well as statements on inducements that would encourage students to participate in the early registration program.

**Benefit to the College:** This Study will enable us to devise effective strategies for encouraging more continuing students to participate in the early registration program. This program increases the college’s capacity to provide students with academic advising prior to each semester. It also enables us to spread the registration of students over a longer period of time so that we can reduce the time it takes for students to register and increase the quality of time spent with each individual.
9. Tracking of SBCC Students from Remedial Courses to Entry-Level College Courses.

This year Allan Hancock College, in conjunction with SBCC, developed a software package that can track the progress of students from developmental courses to entry-level college courses. The purpose of this project is two-fold: (1) to install the software developed at Allan Hancock College at CCCA; and (2) to conduct a study on the progress made by students who began their studies at SBCC in remedial courses. This project will enable us to evaluate the effectiveness of ESL and developmental skills courses in helping students to acquire the skills necessary to progress into entry-level college classes.

Benefit to the College: This study should enable us to identify the characteristics of students who succeed and those who do not succeed in completing their ESL and developmental skills classes, in progressing to higher levels of ESL and developmental skills classes, and in entering and successfully completing college-level classes. This project will assist us in identifying the points in the curriculum which serve as the major barriers to the academic progress of students.

Person Responsible: Elaine Cohen.

Resources Required: CCCA time to install software.

Completion Date: March, 1988.

10. Improving the Quality of Effort Students Invest in Their Learning.

In spring, 1987, a study was conducted to measure the extent to which students take advantage of the following facilities and resources provided at SBCC: classrooms; the library; facilities related to art, music, and theater; facilities related to science and technology; athletic and recreation facilities; experiences with faculty; participation in clubs and organizations; experiences in writing; and student acquaintances. In addition, the survey measured the degree of progress students felt they had made toward achieving each of 25 important educational objectives. The survey was completed by 1,104 SBCC students enrolled in a random sample of credit classes. Project activities will include: (1) conducting additional analyses of the students' responses to the survey; (2) preparing and disseminating reports to college staff members; and (3) identifying recommendations for increasing the quality of effort students invest in taking advantage of resources available at SBCC that are intended to promote their learning and development.
Benefits of the Project: The responses to the Quality of Student Effort Survey will provide information on the relationship between the activities students participate in at the college (e.g., courses taken, use of college facilities and resources) and the progress they made toward achieving important educational objectives. The results of this study will be reviewed by faculty, Student Services staff, and administrators to devise strategies for encouraging students to take full advantage of the facilities and resources provided at SBCC. The findings of this study provide the college with baseline data on the performance of the students. The study will be repeated in the spring of 1989 to determine the extent to which there have been gains in the progress students have made in achieving important educational objectives from those recorded this past spring.

Persons Responsible: Jack Friedlander and Deans.

Resources Needed: None.

Completion Date: December, 1987.

11. Survey of Faculty, Staff, and Administrators to Identify the Organizational Factors That Contribute to or Detract From the Achievement of Institutional Excellence.

During the 1987-88 academic year, administrators, faculty and staff members will be asked to complete a survey on the organizational climate at SBCC. The survey will be designed to identify the organizational factors that either contribute to or detract from the attainment of institutional excellence at SBCC. Topics to be addressed in this survey include: support for professional growth and development; encouragement of creative and innovative ideas; supportive instructional environment; degree of cooperation that exists within and between departments; communication of information; participation in the decision-making process related to one's work assignments; recognition of work by students, colleagues, and supervisors; involvement in college-related activities; and job satisfaction. In order to ensure the confidentiality of the answers, the responses to the survey will be collected and analyzed by an independent consultant hired specifically for this project. The findings of this project will be used to identify actions the college could take to enhance the organizational climate of the college.

Benefits of the Project: The way students are treated and the general support that is provided to them depends upon strong feelings of affiliation among people and support for institutional values. If an institution is to be excellent, it will be excellent because of the individuals who comprise it. The results of this project will be used to identify the organizational factors that are related to individual performance, job satisfaction, and commitment to institutional excellence.

Person Responsible: Burt Miller; Project consultant.

Resources Required: $2,000 for project consultant to conduct the study.

Completion Date: February, 1988.
12. Measuring the Effects of Matriculation on Indicators of Student Success.

In each of the past three years, SBCC has added components to its matriculation program. Thus, the effects of matriculation should be greater in 1986-87 than in the baseline year of 1983-84 on such measures as course completion rates, college persistence, transfer rates, and number of degrees and certificates awarded.

The four comparison groups or cohorts in this study will consist of matriculated students who entered SBCC for the first time in the fall of 1983, 1984, 1985, and 1986. Given the steady increase in resources, addition of components, and refinement of procedures that have been incorporated into the Matriculation Program each year since 1983-84, we should expect to see a steady increase on each of the following indicators of success from 1983-84 to 1986-87:

a. Course completion rates in students' first two semesters at the college;

b. Percentage of first-time matriculated students who persist at SBCC for a second, third, and fourth semester;

c. Percentage of satisfactory grades awarded to students in their first two semesters at SBCC;

d. Course completion rates in English, essential skills and mathematics classes (these are the courses involved in the College's Early Warning Program in Fall, 1986);

e. Percentage of graduates from Santa Barbara County high schools who enrolled in SBCC the following academic year (evaluation of high school outreach efforts);

f. Percentage of Santa Barbara County high school students who enter SBCC with a declared major (evaluation of high school outreach efforts);

g. Percentage of students on Academic Progress/Probation who successfully completed courses in which they were enrolled, and the percentage who enrolled at the college in the term after they were placed on Academic Progress/Probation;

h. Number of students who received a degree or certificate from SBCC;

i. Number of students who transferred from SBCC to a UC or CSU campus;

j. Percentage of students who changed their major field of study from undecided in the semester they entered the college to a declared major the following term (evaluation of counseling, IEPS, and procedures requiring continuing students to update their educational goals and major field each semester);
k. An increase in the number of minority students entering SBCC as first-time matriculated students (evaluation of minority outreach effort); and

l. Percentage of students on financial aid who persisted in college for one, two, and three semesters (evaluation of IEP program which was instituted in the 1986-87 academic year for financial aid recipients).

Benefits of the Project: The findings of this study will be used to identify the extent to which each of the objectives of the college's Matriculation Program are being achieved.

The data collected in this project will provide the basis for developing recommendations for enhancing the effectiveness of specific components of the Matriculation Program in producing results the programs were designed to achieve.

Persons Responsible: Jack Friedlander, Matriculation Steering Committee.

Resources Needed: No additional resources. Programming for this project has been completed by CCCA staff.

Date of Completion: September, 1987.

13. Evaluation of Vocational Programs.

We are participating in a project designed to track all students identified as being part of a vocational program. Students enrolled in a vocational program who miss a semester at the college will be sent a questionnaire. The purpose of the study is: (1) to identify whether students achieved their educational objectives; (2) to determine whether the former students are employed in jobs that are related to the occupational programs in which they were enrolled at SBCC; (3) to identify where our former students are employed and if so, how much they are earning; and (4) to ascertain the extent to which skills taught in the students' occupational program helped them to obtain job advancement in their career and/or improve their performance on the job.

Benefits of the Project: The results of this project will provide the college with excellent information on the success of its occupational programs in preparing students for employment. Information obtained from this follow-up study will be used to evaluate and enhance the effectiveness of the college's occupational programs in preparing students for employment in jobs related to their training.

Person Responsible: Mel Elkins.

Resources Needed: $400 for data entry (VEA funds)

Completion Date: June, 1988.
Identification of the Number of SBCC Students who Transfer to a Four-Year College or University.

To date, we only receive information on the number of students who transfer to a UC or CSU campus. In order to have a more accurate assessment of the effectiveness of the College's transfer program, information is needed on the number of SBCC students who transfer to four-year colleges and universities in addition to those in the UC and CSU systems.

The following procedure will be implemented to acquire accurate data on the number of SBCC students who transfer to a four-year college or university each year. Staff members in the Admissions and Records Office will maintain a list of colleges and universities to whom our students requested that their SBCC transcripts be sent. At least once each year, we will ask colleges and universities to whom we have sent transcripts for the names of our former students who have enrolled at their institution during the academic year. (Most colleges have in their database the codes of the colleges their students last attended.) This procedure will provide us with accurate information on the number of our students who transfer in a given year; (2) the names of the colleges and universities where our students transfer; (3) the number of units students completed at SBCC prior to transferring; and (4) background characteristics of transfer students (test scores, major field, high school attended, units completed, grades, etc.).

Benefits of the Project: This study will provide accurate information on how many SBCC students transfer to a four-year institution in a given year as well as the names of the colleges and universities to which they transfer.

Persons Responsible: Jane Craven and Jack Friedlander.

Resources Needed: Project will be completed by existing staff.

Completion Date: November for students who transferred in 1986-87.

State-Wide Study of Outcomes of Remedial Reading and Remedial Writing Classes.

Santa Barbara City College is one of 29 California community colleges participating in a study designed to measure the effects of remedial reading and remedial writing classes on student learning. The study involves: (1) administering the New Jersey Test of Basic Skills to students enrolled in remedial reading and remedial writing classes; (2) administering a post-test at the end of the fall semester to measure the gains students in the remedial reading and remedial writing classes made in their skills; and (3) identifying the level of courses students in the sample enrolled in the following semester (Spring, 1988). Findings from SBCC will be compared with those obtained from the other 29 community colleges participating in this study.

Benefits of the Project: This study will provide the College with data on the success of its remedial reading and remedial writing courses on such
factors as skills acquisition, retention in courses and programs, progress from remedial to college-level classes, and student satisfaction with their progress toward achieving their educational goals. The information acquired in this project will be used to evaluate the effectiveness of our remedial reading and writing courses in relation to those offered at the other 28 California community colleges involved in this study. Results from this state-wide project will be used to identify curriculum practices that are related to student success in remedial reading and writing programs.

Person Responsible: Elaine Cohen.

Resources Needed: $200 for student help to collect data needed for this study. Data processing tasks and analyses will be completed by Rancho Santiago Community College.

Completion Date: August, 1988.


Information on student characteristics for the 1987 Fall Semester and the 1988 Spring Semester will be reported along with analyses of how these characteristics have changed in the past five years.

Benefits of the Project:

This ongoing study enables the college to monitor changes in the composition of the students who attended SBCC. The results of this study are taken into account in curriculum planning and in the delivery of student support services.

Resources Needed: None. CCCA will provide the information needed to prepare this report.

Completion Dates: November, 1987 (fall semester); April, 1988 (spring semester).