Context

The *Assessment of Institutional Effectiveness* is the culmination of the work of the past two years in coordinating the many ongoing SBCC evaluation, planning, and resource allocation processes into a comprehensive accountability system, as specified by AB 1725. The college's comprehensive planning process is guided in general by its Mission Statement and specifically by its *Statement of Institutional Directions* (S.I.D.).

**MISSION STATEMENT**: The College exists to provide a comprehensive curriculum and activities which support transfer and occupational programs, development of skills essential for academic success, and general credit and non-credit programs appropriate to the needs of the South Coast community, the state and the nation. Carrying out the College's mission is a complex and multidimensional process involving many interdependent activities. The mission can be fulfilled only if the entire College community has a shared vision of strategic institutional directions.

The S.I.D. is a statement of specific goals which the college community has identified as necessary to enhance its functioning and to maintain a superior level of performance. These S.I.D. goal statements are stated explicitly in this assessment document, and are used as the basis for the development of measures of institutional effectiveness.

Relation To SBCC Planning Activities

The figure below indicates the major components of the SBCC comprehensive planning model. The figure demonstrates that this annual assessment of institutional effectiveness is but one dimension of overall planning activities. This assessment process reviews institutional "health" in relation to the Mission and Goal statements contained in the S.I.D.

![SBCC Accountability Model Diagram](image-url)
This report provides SBCC's first comprehensive assessment of institutional effectiveness outside of the accreditation process. The development of this report was funded by an AB 1725 Accountability Pilot Project grant from the State Chancellor's Office. This report serves as one of four pilot project models for local college assessment of institutional effectiveness.

**Purpose**

The primary use of this document is directed to the improvement of instruction and student services within the institution. It is anticipated that this institutional assessment will be an annual report that will assist in the development of initiatives to promote student success at SBCC. While this document is an institutional assessment of effectiveness, the initiatives for institutional improvement will come from individual programs, departments, faculty, and staff. Several such initiatives have been funded by Institutional Effectiveness Grants coordinated through the Faculty Enrichment Committee.

**Process**

The implementation guide, *Improving It; Accountability by Design*, developed by Far West Educational Lab for the state Community Colleges Chancellor's office specified **five areas of accountability** for which community colleges are to develop measures of assessment:

I. Student Access  
II. Student Success  
III. Student Participation and Satisfaction  
IV. Staff Diversity and Composition  
V. Fiscal Condition and Resource Utilization

The **criteria used for selecting the assessment measures** are:

- Related to Mission and Educational Objective  
- Information Can Be Obtained Through Existing Mechanisms  
- Relevance of Measure to Program Development/Improvement  
- Measures are Quantifiable  
- Potential to Initiate Change in Programs and Policies  
- Measures are Accepted as Valid by College Community  
- Relation of Measures to Student Learning and Development

The framework for the development of measures of institutional effectiveness has been reviewed and discussed with the following groups: Board Of Trustees; Academic Senate Representative Council; College Planning Council; College Cabinet; Division Chair Council; Classified Council; Student Senate; Student Services Advisory Committee; and Institutional Research Committee. This same structure will be used to review this and subsequent drafts of the institutional effectiveness document.
Chapter I. STUDENT ACCESS

In order to meet the needs of an increasingly diverse population, Santa Barbara City College is faced with a challenge of ensuring access to all students who can benefit from its courses and programs. The changing student population requires quality instruction and support services responsive to the needs of all students, regardless of ethnic, linguistic, socio-economic background, or disability.

Goals From The Statement Of Institutional Directions:

Goal: The College will evaluate key institutional policies and procedures to assure that they do not serve as barriers to student access and success.

Assessment Measures

Percentage Of District Adult Population Served By Credit Program

SBCC serves a higher percentage of its adult population (8.2%) than the statewide average of other community college districts (5.5%).

Participation Rates By Age And Gender

Over the past five years, the growth in participation rates of SBCC's credit program has been exclusively in students under 25 years of age.

Validation Of Assessment Instruments

SBCC has completed its validation studies of assessment tests in reading, writing, and math, and found these tests and placement practices to exceed State guidelines in terms of fairness and reliability.

Preparation Of District High School Students

One in two students (50 %) entering SBCC are eligible for college-level English.

One in five students (20 %) entering the college possess the Math skills needed for Intermediate Algebra, the Math course needed for college graduation.

One in four students (25 %) entering SBCC have very serious math skill deficiencies (eligible for Basic Math courses only).

A larger proportion of Black and Hispanic students enter SBCC with very serious Math deficiencies.

Goal: The College will broaden outreach and recruitment, with special efforts to attract and retain under-represented students, in order that the College student body reflect the ethnic and cultural diversity of the community.
Assessment Measures

SBCC Student Ethnic Composition Compared To District Adult Population

The ethnic composition of SBCC credit students mirrors closely that of the district's adult population. Hispanic students at SBCC, however, are slightly underrepresented in the student population (20%) when compared to the district's Hispanic adult population (22%).

Number Of Disabled Students Attending SBCC

Over the past decade, the enrollment of disabled students in credit programs has more than doubled.

Goal: The College will strengthen and expand its efforts to establish strong articulation with local high schools.

Assessment Measures

First-Time SBCC Students From Local District High Schools And College Going Rates

The percentage of first-time students from local district high schools has declined from 50% in 1983 to 40% in 1991. This change is due to an increase in first-time students from out-of-district high schools, rather than a decrease in the proportion of local high school graduates attending SBCC.

The proportion of local high school seniors enrolling the subsequent Fall term at SBCC (53%) is comparable to statewide college going rates for public high schools. These rates have increased at SBCC, however, over the past five years.

Goal: The College will strengthen its efforts in the area of international education.

Assessment Measures

Number Of International Students Attending SBCC

The number of International students attending SBCC has increased from 153 in Fall 1987 to 260 in Fall 1991. International students now represent approximately three percent of the College's credit enrollment. In addition, SBCC has continued to offer study abroad courses each term in order to provide students with international education experiences.

Goal: Santa Barbara City College's Continuing Education program will continue to enroll the highest percentage of community population in its classes and to be the most intensive, comprehensive, and community responsive in California.
Assessment Measures

Percentage Of District Adult Population Served By The Noncredit Program

The percentage of the district's adult population participating in Continuing Education programs each term (13%) is substantially greater than the statewide average for other community colleges (1%), and of the other seven major community college district noncredit programs (10%).

Annually, the Continuing Education program serves one in four (25%) of the District's population. In 1991-92, the Continuing Education programs served the following areas: Education For Older Adults (30.90%); ESL, Basic Education, Citizenship, etc. (29.21%); Technical/Vocational (10.26%); Adaptive Program (7.56%); Parent Education (7.55%); Other Program Areas (14.52%).

Noncredit Participation Rates By Ethnicity And Age.

The ethnic composition of SBCC noncredit students mirrors closely that of the district's adult population. Hispanic student participation in noncredit programs (19%) is lower than the district's Hispanic adult population (22%).

Forty percent of noncredit program enrollments are 50 years of age or older, thirty-five percent are in the 30 to 49 age group, and twenty-five percent are under 30 years of age.

Chapter I. Implications For College Practice

The college has become increasingly dependent upon students coming from outside the district. The college will need to maintain and enhance its local high school articulation programs and community outreach efforts.

The number of students entering at lower levels of basic skills requires that the college develop effective strategies for moving students through the basic skills sequence and into college level work.

The high proportion of students entering with serious Math deficiencies requires that the College develop cooperative strategies with local high schools in terms of Math preparation, as well as effective strategies for student success in basic and subsequent Math courses while at SBCC.

Chapter II. STUDENT SUCCESS

The success of students in meeting their educational goals is the primary focus of this assessment effort. The measures identified in this chapter relate to the mission statement of the institution: transfer education, occupational training, and basic skills development.

Goals From The Statement Of Institutional Directions:
Goal: The College will maintain an atmosphere that supports quality instruction and promotes student success. The College will increase student course retention and persistence in College.

Assessment Measures

Persistence Rates Of Matriculated Students

There has been a steady increase in semester-to-semester persistence rates of new matriculated students entering the College from Fall 1983 to Fall 1990.

First-to-second semester persistence rates of matriculated students increased from 61% in 1983, to 65% in 1989, to 70% in 1990.

First-to-fourth semester persistence rates of matriculated students increased from 34% in 1983, to 37% in 1987, to 41% in 1989.

Course Completion Rates

The percentage of courses completed by students with a grade of "C" or better has not changed a great deal from Fall 1986 to the present. About 68% of the grades assigned to students are "C" or better, 26% are "Ws", and 6% are "Ds," "Fs," "Is," or no-credits.

Number Of Certificate And Degrees Awarded

The number of associate degrees awarded by the College has increased from 350 in 1987-88 to 601 in 1991-92.

The number of College certificates awarded has fluctuated a great deal in the past five years. It has ranged from a high of 184 in 1988-89, to a low of 126 in 1991-92.

The number of students earning a degree or certificate in 1990-91 represents about 20% of the College leavers who completed six or more units before departing. An additional 37% of the College leavers transferred without completing the Associate Degree or a College certificate.

The number of Transfer Achievement Certificates awarded by the College has grown from 340 in 1990-91 to 363 in 1991-92.

Goal: The College will increase the number of students, particularly from under-represented groups, that transfer to four year institutions, and monitor their subsequent academic performance and degree completion rates.

Assessment Measures

Number, Ethnicity, And Rate Of Transfer Students To Four Year Institutions
About 1,194 SBCC students transferred to a four-year college or university during the 1990-91 academic year. This represents a 60% increase in transfers from 1986-87.

The number of underrepresented minority students transferring to UC or CSU increased by over 45% from Fall 1987 to Fall 1990. Underrepresented minority students accounted for about 19% of all SBCC transfers to UC and CSU in Fall 1990.

The College's transfer rate in 1990-91 was 45% compared to 44% in 1988-89.

The College's transfer effectiveness rate increased from 75% in 1988-89 to 85% in 1990-91.

Performance Of SBCC Transfer Students At UC And CSU

The grade point averages (GPAs) of SBCC transfer students in their first year at UC and CSU were slightly lower than those of transfer students from other community colleges (2.8 vs. 2.7 at UC; 2.64 vs. 2.63 at CSU).

Goal: The College will increase the number of students who enroll in and complete vocational education certificate, degree and training objectives. The College will respond to changing human resource and training needs of employers in the college's service area. The College will increase the integration of career planning activities into the vocational curriculum.

Assessment Measures

Number Of Vocational Program Certificate And Degree Completions

The number of students pursuing an Associate Degree in a vocational program area increased from 293 in Fall 1990 to 817 in Fall 1992, a 179% increase. There has been no change in the number of students enrolled in vocational certificate programs from Fall 1990 to Fall 1992 (505 students).

The number of students who completed a vocational education certificate increased from 169 in 1989-90 to 175 in 1991-92.

The number of students who earned an Associate Degree in a vocational program increased from 178 in 1988-89 to 213 in 1991-92.

Vocational Student Follow-Up Survey Results

Over 90% of the former occupational education program students felt their classes at SBCC helped them meet their educational objectives. Just over 80% reported that the occupational skills/abilities learned in their classes helped prepare them for their jobs.

Ninety-six percent of the respondents desiring employment were employed six-to-nine months after they left college.

Over half of the students reported hourly earnings that equate to over $21,000 a year.
Only a small percentage of the respondents reported that they received assistance from College staff or services in locating their present job.

Subsequent Earnings Of Vocational Student

A longitudinal study is being conducted to track the earnings of students in occupational education programs during their last year at the College and up to five years after they left the College. Wage data, provided by the state's Employment Development Department, will be available by program. The study will enable the College to compare the economic value of the AA/AS degree vs. the certificate vs. units completed in a major field without earning a college certificate or degree. The study will be completed by March, 1993.

Goal: The College will increase the percentage of students completing basic skills and entry level ESL courses and subsequently successfully completing college level work.

Assessment Measures

Progress Of Students Entering College In Basic Skills Courses In Math, Reading, Writing, And E.S.L. In Completing Subsequent Courses In The Sequence And Moving To College Level Work

A high percentage (83%) of the students completed their basic skills math course (Math 1) within four semesters. However, very few completed Math 100 (11%) or Math 107 (4%) within a four-semester timeframe.

The percentage of students successfully completing English 65 (75%), English 80 (78%) and English 100 (81%) within four semesters is very high.

Of those students who entered college in English 65, 33% completed English 80 and 8% completed English 100 within four semesters. Of those students who entered college in English 80, 36% completed English 100 and 28% completed English 110 within four semesters. About 55% of the students entering the College in English 100 completed English 110 within four semesters.

Less than 10% of Level 1 or 2 ESL students with a goal of earning a certificate, degree or transfer completed English 100 within a three-year period. The percentage of matriculated students entering the College in ESL Levels 3, 4 or 5 who completed English 100 within a three-year period ranged from 23% for Level 3 to 27% for Level 5 students.

The percentage of Level 3, 4 and 5 students who completed English 110 within a three-year period ranged from 10% for Level 3 students, to 13% for Level 4 students, to 33% for those who entered the College in Level 5.

Chapter II. Implications For College Practice

The continued gains in student college persistence rates suggests that there will be an increased
demand for sophomore-level courses.

Greater understanding of student withdrawals from their classes is needed to devise interventions to increase successful course completion rates.

The College has been successful in increasing the number of students transferring to four-year colleges and universities. Special efforts will need to be made to increase the number of students who transfer in light of both the reductions in the number of transfer students that UC and CSU campuses are willing to accept and the anticipated increases in the number of community college students desiring to transfer to these institutions.

Strategies need to be identified to increase the number of students who complete their basic skills and ESL course sequences and move on to complete English and math courses required to achieve their College certificate, degree and/or transfer objectives.

The growth in the number of students enrolled in occupational certificate and degree programs will result in increased demands for College assistance in locating internship and job placement opportunities.

Chapter III. STUDENT PARTICIPATION AND SATISFACTION

The measures of SBCC students' satisfaction, participation and achievement are based on responses to the Community College Student Experiences Questionnaire (CCSEQ) that was completed by 1,104 students in a cross-section of classes offered in Spring 1987, and by 1,765 students enrolled in a cross-section of classes offered in Spring 1989. SBCC student responses to the items on the CCSEQ are compared to those of 7,683 students enrolled in a national sample of 24 community colleges. The questionnaire will be administered to SBCC students during the Spring 1993 term.

Goals From The Statement Of Institutional Directions:

Goal: The College will strive to increase student participation in College activities and to promote student responsibility.

Assessment Measures

Student Utilization Of And Satisfaction With College Programs And Support Services

Students attending SBCC expressed a greater degree of satisfaction with various aspects of the College than did students at other community colleges.

A greater percentage of continuing students than new students stated that if they could start over again, they would attend SBCC. Close to 10% of the first semester students noted that if they could start over again, they would not attend SBCC and an additional 18% stated that they were not sure they would do so.

The percentage of students who stated that if they could start over again they would go to
SBCC ranged from over 80% for Hispanic and white students (Hispanic students, 84% and white students, 81%), to less than 70% for black (69%), other minority (67%), and Asian students (60%).

SBCC students were more likely than those in a national sample of community colleges to: have had more personal interactions with their instructors on course-related matters; participate in discussions with students whose backgrounds and views were different from their own; participate in activities related to art, music, and theater; participate in science-related activities; and participate in counseling and career planning activities.

SBCC students were less likely than those in a national sample of community colleges to: use the college library as a research tool; ask an instructor for advice to improve their writing; participate in class discussions and ask questions in class; and read the college newspaper.

A higher percentage of SBCC students than those in the national sample of community colleges reported that they made substantial progress in 19 of the 23 measures of desired outcomes of a college education examined.

Chapter III. Implications For College Practice

Approaches need to be developed for increasing first semester students level of satisfaction with the College. Efforts need to be undertaken to increase Asian, black and Native American students level of satisfaction with the College.

A number of initiatives have been undertaken in the past few years to increase student involvement in their learning. The survey instrument used to assess student involvement will be administered in Spring 1993 to determine the extent to which gains in the levels of student involvement have taken place, particularly in those areas which the College has tried to effect.

The results of the Spring 1993 student survey need to be examined to identify those educational goal areas in which a significant number of students feel they did not make substantial progress. Strategies for promoting student attainment of desired educational outcomes should be developed and implemented.

Chapter IV. HUMAN RESOURCES

Faculty and staff diversity continues to be a statewide and college initiative. The development of faculty and staff diversity is achieved in large part through the hiring process. AB 1725 established a systemwide goal of thirty percent minority hires within the community college system.

Goals From The Statement Of Institutional Directions:

Goal: The College will foster faculty and staff diversity to meet the needs of a changing
Assessment Measures

Ethnic Composition Of SBCC Faculty And Staff And Of New Hires To The College

Classified employee ethnic composition closely resembles the ethnic composition of students and the district adult population. Minority representation is 22% in management positions and 17% of full-time faculty. These percentages have increased in recent years. Minorities represent about 30% of the district's adult population.

Over the past several years gains have been made in the proportion of women and minorities hired by the college, particularly in new faculty positions funded through AB 1725 initiatives. In 1991-92, females constituted 45% of SBCC full-time faculty, compared to 35.7% in 1984-85. The percentage of minority faculty has increased from 11.9% to 18% during the same period.

Although SBCC has a lower percentage of minority faculty and staff than the average community college in California, SBCC has had a higher rate of increase in the hiring of minority faculty and staff than the statewide average for all community colleges.

Goal: The College will provide ongoing staff assessment and development opportunities. The College will provide faculty enrichment opportunities to improve teaching and learning.

Assessment Measures

Funding For Faculty And Staff Development

One measure of the renewal of human resources is funding for faculty and staff development. AB 1725 legislation has provided State resources for this function, however the institution has also invested significant other resources for professional development:

Annual Faculty Lecturer: Each year a faculty member is elected by a vote of peers and students to deliver a major lecture that is open to the public.

Great Teachers Seminar is a yearly summer activity sponsored by the California Association of Community Colleges and the Academic Senates of the California Community Colleges. Nominations are processed through the Faculty Enrichment Committee and the Office of Academic Affairs. The selected faculty member meets with other community college educators for a week-long experience of intensive learning, teaching, and reflection.

Faculty Enrichment Program includes such programs as Faculty Workshops, Fall & Spring Faculty Seminars, Faculty Voice publication, Instructional Improvement & Professional Development Grants, and Travel & Conference Funds. Grants are funded in the areas of development/purchase of instructional materials, program/professional development, and classroom research.

 Classified Staff Development opportunities have been made available by the Classified Council.

Sabbatical Leaves are granted by the Board of Trustees, designed to improve instructional, counseling, and other educational activities. Sabbatical leaves represent a major investment of the College in faculty development and renewal.

California Community College Fund for Instructional Improvement, authorized by AB-1173, provides grants and loans for developing, implementing, and testing alternative educational programs and services.
Eligible projects concentrate on non-traditional methods of instruction, professional staff development, and special learning needs of new clientele.

Chapter IV. Implications For College Practice

SBCC needs to continue affirmative action efforts, especially in faculty and management positions, to meet its affirmative action goals and timetables.

Through the efforts of the Faculty Enrichment Committee and the Classified Council, staff development opportunities need to be provided by the college regardless of levels of State funding for staff development.

Chapter V. FISCAL AND PHYSICAL RESOURCE USE AND RENEWAL

A central indicator of overall district financial health is the ability to maintain an adequate reserve for contingencies. Fiscal planning is based on the district's ability to accurately forecast revenue and expenditures well in advance. This planning activity is depended on estimates of student workload, as well as state and federal funding mechanisms.

Goals From The Statement Of Institutional Directions:

Goal: The District will promote fiscal responsibility in its operations.

Assessment Measures

Maintenance Of District Five Percent Operational Reserve

Levels of district reserve have decreased in recent years, but the district has achieved its financial objective in spite of substantial changes and uncertainty in community college funding mechanisms. District ending balances as a percent of annual expenditures have decreased from 13% in 1988-89 to 7% in 1991-92.

Meeting Provisions Of The Fifty Percent Law

SBCC has met this State mandate for each of the past ten years, and is consistently ranked near the top of all community colleges in the percentage of the current expense of education directed toward the salary and benefits of classroom instructors (56.7% in 1990-91).

Accurate Projections Of District Revenues And Expenditures

The advent of Program Based Funding, and the uncertainty of growth funding levels
and mechanisms, present new challenges to the development of accurate revenue projections. Expenditure estimates in the adopted budget have been fairly accurate in terms of actual expenditure levels.

Goal: The College will use and maintain facilities and equipment effectively.

Assessment Measures

Percentage Of Capital Equipment Inventory Replacement

The Board Of Trustees has adopted a policy identifying the use of State lottery funds not used for salaries to be directed to the renewal of SBCC's capital equipment inventory. The District's goal is to provide funds sufficient to replace approximately 10 percent of the overall inventory each year (approximate cost is $1,200,000). Funds sufficient to replace 7.5% of the inventory ($900,000) were provided through this mechanism in 1991-92, and 6.67% replacement ($800,000) in 1992-93.

Deferred Maintenance Expenditures

The Board Of Trustees has adopted a policy of using unrestricted one-time funds available each year for use in meeting the District's deferred maintenance requirements that are not supported through State categorical funding for this purpose.

Classroom And Laboratory Room Utilization

SBCC continues to use its classroom at laboratory facilities at peak utilization (100%) during prime daytime hours (8 a.m. to 2 p.m.) and very heavily (67%) for its evening program (6 p.m. to 10 p.m.).

Overall, SBCC's classroom and laboratory utilization falls below Statewide utilization standards in terms of hours of scheduling and percent occupancy (90% of State standards).

Chapter V. Implications For College Practice

The past three years have seen a serious shortfall in the State financial ability to continue to support college programs and services. The Proposition 98 guarantees for K-14 funding have provided community colleges some protection against major budget reductions, but State funding has not been included cost-of-living-adjustments (C.O.L.A.) for district budgets the past two years (1991-92 and 1992-93). District expenses for fixed costs (utilities, insurance, postage, salary step increases, etc.) have continued to rise. Without a C.O.L.A. increase, funding has not been appropriated for supplies and non-salary areas to meet increased costs.

Continued levels of revenue from the State Lottery are required to maintain an ongoing source of renewal for the District's capital equipment. The District needs to implement a fixed asset inventory and control system to give an accurate picture of equipment replacement needs.

Projections of State revenues and mandated expenditures are not encouraging for the next several
years. SBCC must plan for this period of reduced revenues if it is to remain fiscally sound. The District's budget development will be consistent with its ten principles for budget development.

The District will continue to work toward the development and dissemination of accurate and timely revenue and expenditure information for District budget development and reporting purposes.

The college needs to improve its information system support for the Office Of Instruction in order to provide for more effective scheduling of classroom and laboratory facilities, and provide timely information for academic program management.