Assessment of Institutional Effectiveness

1996 Report on the Comprehensive Accountability System Of Santa Barbara City College

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FROM THE PRESIDENT

Santa Barbara City College is dedicated to excellence in providing higher education for the South Coast region. A key factor in ensuring educational quality is conducting an ongoing assessment of the College’s effectiveness. Assessment both measures past performance and identifies areas for future improvement and growth.

This document contains SBCC’s comprehensive assessment of institutional effectiveness. The ongoing evaluation reflects the commitment of many individuals within the College to examine our institutional strengths and identify areas for improvement. Such an assessment of the College’s effectiveness will be reported annually to the Board of Trustees and the College community.

The report is divided into five major areas related to the College’s mission, functions, and resources. These topic areas include: Student Access; Human Resources; Student Success; Fiscal and Physical Resource Use and Renewal; and Student Participation and Satisfaction.

The report results from the College’s many evaluation, planning and resource allocation processes. The planning process is guided in general by the SBCC Mission Statement and specifically the College Plan. The College Plan lists specific goals which the College community has identified as necessary to enhance and maintain a superior level of performance. The mission and goals are used as the basis for developing measures of institutional effectiveness.

Recognition should go to the following people for their efforts in completing this project: Wanda Jacobs for data collection and report preparation; Martha Seagoe for data collection and analysis; and Jack Friedlander and William Hamre, who served as writers and project directors.

The primary purposes of the Assessment of Institutional Effectiveness are to guide the improvement of SBCC’s instructional and student services programs, and support the development of initiatives designed to promote student success. The results from this evaluation will assist us in achieving those fundamental purposes.

Peter R. MacDougall
Superintendent/President
CHAPTER I: STUDENT ACCESS

In order to meet the needs of an increasingly diverse population, Santa Barbara City College is faced with the challenge of ensuring access to all students who can benefit from its courses and programs. The changing student population also requires high-quality instruction and support services responsive to the needs of all students, regardless of ethnicity, language skills, socioeconomic background, or disability. The *Statement of Institutional Directions* goals and related assessment measures that follow are designed to help SBCC meet these challenges.

**SID GOAL:** The College will evaluate key institutional policies and procedures to assure that they do not serve as barriers to student access and success. The College will strengthen and expand its efforts to establish strong articulation with local high schools. SBCC’s continuing education program will continue to enroll the highest percentage of its district adult population in its classes, as well as be the most intensive, comprehensive and community-responsive in California.

**Assessment Measures**

**Applications for Admissions**

Between the Fall 1993 and Fall 1996 terms there has been a 7 percent increase in applications for admission to SBCC. This is in contrast to the 21 percent decrease experienced between Fall 1992 and Fall 1993. The following chart displays the numbers of admission applications between Fall 1992 and Fall 1996.

![SBCC Applications for Admission (Fall 1992-1996)](image)

**First-time Students**

There were 2,230 first-time students enrolled in Fall 1996. This measure remained stable from the past year, after having increased substantially in Fall 1995. The following chart presents the number of first-time students between the Fall 1992 and Fall 1996 terms.
**Student Headcount Enrollment**

After a 12 percent decrease in enrollment between the Fall 1992 and Fall 1993 terms, the first decrease in a decade, enrollment increased slightly (one percent) between Fall 1993 and Fall 1995. Fall 1996 headcount enrollment is up substantially, however, having increased 5.7 percent from the prior year levels. The following chart presents the trend in credit student headcount enrollment between Fall 1992 and Fall 1996.

**Percentage of District Adult Population Served by the Credit Program**

An average of 11,800 students enrolled in SBCC credit programs during the 1992 through 1996 fall semesters. This represents approximately seven percent of the SBCC District’s adult population. This is substantially higher than the state-wide average of six percent of adults served by all California community colleges. This rate of participation is due to the significant numbers of first-time students coming to SBCC from other California counties.

**Percentage of District Adult Population Served by the Non-credit Program**

For each of the previous five academic years, SBCC’s Continuing Education Division has served on average about 36,500 students—almost one-quarter of the District’s adult population. Each semester during this period it has served on average nine percent of the adult population, higher than for other community college continuing education programs that also have sole authority to provide continuing education service within their districts. The number of unduplicated continuing education students served during each of the five previous years is shown next. Although the number of unduplicated students has declined over this five-year period, non-credit course enrollments remain strong.
**Number of Continuing Education Students Enrolled**  
(1991-92 through 1995-96)

![Bar Chart](chart)

**First-Time SBCC Students from Local District High Schools and College-Going Rates**

The percentage of local (within-District) high school seniors enrolling first-time at SBCC in Fall 1996 was 40 percent, a rate consistent with the state-wide community college-going rate measured by the California Postsecondary Education Commission. Of the local high school graduates not attending SBCC, approximately 12 percent attended a California State University or University of California campus. Over the past five academic years, the rate of local high school seniors enrolling at SBCC has remained steady.

**College Action:** The College should continue its outreach and recruitment activities through a focused marketing program within the District; continued articulation with local school districts; and effective dissemination of College information to prospective students outside District boundaries. Given levels of growth funding provided for the 1996-97 academic year, it is essential for the College to attract and retain student enrollments. The College should consider weekend courses, late-start sessions, intersessions, and additional summer offerings to ensure enrollments that meet funded growth levels.

**SID GOAL:** The College will broaden outreach and recruitment, with special efforts to attract and retain underrepresented students, in order that the College student body reflect the ethnic and cultural diversity of the community. The College will strengthen its efforts in the area of international education.

**Assessment Measures**

**SBCC Student Ethnic Composition Compared to District Adult Population**

The ethnic composition of SBCC students enrolled in credit programs over the past five years has closely mirrored that of the SBCC District's adult population. In Fall 1996, 25 percent of SBCC students enrolled in credit programs were Chicano/Latino, five percentage points more than their representation (20 percent) within the District's adult population. Two percent of enrolled students were African-American, mirroring their percentage of the District's adult population. The figure below displays the percentage of under-represented students enrolled between Fall 1992 and Fall 1996. As of the Fall 1996 term, more than one-third of all SBCC students were from under-represented ethnic groups. This student diversity fosters a climate of social and cultural diversity. Increasing student, faculty and staff awareness, appreciation and responsiveness to this diversity is important to maintaining a campus climate that is openly and welcome for students.
Number of Students with Disabilities Attending SBCC
Over the past decade, the number of students with disabilities enrolled in credit programs has more than doubled. During the 1995-96 academic year, there were 839 students qualified to receive state funding in the SBCC’s Disabled Student Programs and Services. Changes in their numbers over the previous five academic years is presented below.

Credit Participation Rates by Age and Gender
Over the past five years, participation in SBCC’s credit programs by age and gender has remained relatively stable, as has their percentage distribution. The largest category of participants has been 18-25 year olds, representing over 60 percent of all enrolled students in credit programs during this period. Fall 1996 enrollment increases, however, have reflected significant growth in the 26-49 age categories. Male and female students have continued to be represented equally. The following chart presents age participation data for the Fall 1996 term.
Non-credit Participation Rates by Ethnicity and Age
The ethnic composition of SBCC students in Continuing Education programs, as in credit programs, mirrors closely that of the District’s adult population. For example, Chicano/Latino participation constituted 23 percent of all participants in Continuing Education programs during the 1995-96 academic year, a slightly higher number relative to their percentage of the District’s adult population (20 percent).

Annual participation in the Continuing Education Program by age group has also remained relatively steady between the 1990-91 and 1994-95 academic years. The following chart reflects the non-credit age distribution for the 1995-96 academic year.

Number of International Students Attending SBCC
The number of international students attending SBCC has increased substantially (45 percent) between Fall 1992 and Fall 1996. The 540 international students attending SBCC in the Fall 1996 term represented 45 percent of SBCC’s credit enrollment. SBCC has also continued to offer study abroad courses each term to provide students with international education experiences. The number of designated international students enrolled in SBCC programs between Fall 1992 and Fall 1996 is presented below.
College Action: The College has been successful in developing and maintaining a student body that reflects the diversity of the College's service area in terms of ethnicity, age, gender and disability. The College's mix of credit and non-credit instructional programs enhances this diversity. The College must continue its educational efforts for students, faculty and staff in the areas of understanding and appreciating the social, demographic and cultural diversity within the College community.

CHAPTER II: STUDENT SUCCESS

Tracking the success of students in meeting their educational goals is the primary focus of this assessment effort. The SID goals and related assessment measure presented below are the general means through which this is accomplished.

SID GOAL: The College will maintain an atmosphere that supports quality instruction and promotes student success. The College will increase student course retention and persistence.

Assessment Measures

Preparation of District High School Students
Over the past five years (Fall 1992 through Fall 1996), an average of 36 percent of entering SBCC students were assessed as eligible for college-level English (English 110: English Composition). This percentage declined from a high of 44 percent in Fall 1992 to 31 percent in Fall 1995. The Fall 1996 term showed an increase to 37 percent. Of the total students who were assessed at this level of English proficiency during this period, an average of 15 percent were minority. In Fall 1995, 19 percent of those qualified for college-level English were minority students, the most in the past six years. The next chart displays the trend in the percentage of entering students eligible for English 110 between Fall 1992 and Fall 1996.
Percentage of Entering Students Eligible for College-Level English  
(Fall 1992-1996)

During this same five-year period, an average of 22 percent of entering SBCC students were assessed as eligible for transfer-level Math. Between Fall 1992 and Fall 1995, the percentage of entering students with college-level Math skills declined one percentage point each year. The Fall 1996 term showed an increase of two percentage points over Fall 1995. Over 33 percent of students entering the College possess the mathematical skills needed for Intermediate Algebra, the Math course needed for college graduation.

An average of 25 percent of all entering students were assessed into the Basic Math course between Fall 1992 and Fall 1996. Beginning with 28 percent in 1992, the percentage declined in 1993, 1994 and 1995. At 34 percent, the 1996 rate is the highest in the five years. Minority students assessed into Basic Math during this period showed no decline in percentage from one year to the next. The following chart presents the percentage of students qualifying for transfer-level Math between Fall 1992 and Fall 1996.

Percentage of Entering Students Eligible for  
Transfer-level and Basic Math  
(Fall 1992-96)

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 1994. First-to-second semester persistence rates of matriculated students increased from 61 percent in 1983, to 65 percent in 1989, to 71 percent in 1992 and to 75 percent in 1994. The first-to-second semester persistence rates of new matriculated students who entered the College in Fall 1994 was 23 percent higher than it was for students who began their studies at the College in Fall 1983.
SBCC Persistence through Two Terms

1983  61%
1989  65%
1990  70%
1992  71%
1994  75%

First-to-fourth semester persistence rates of matriculated students increased from 34 percent in 1983, to 37 percent in 1987, to 41 percent in 1989, to 47 percent for the Fall 1993 class. This 34 percent increase from Fall 1983 to Fall 1993 in the first-to-fourth semester persistence rates of matriculated students has contributed to the increasing proportion of SBCC students completing certificate and degree objectives. The slight decline in first-to-fourth semester persistence rates that occurred among those who entered the College in Fall 1991, compared to students who started in 1993 (51 percent vs. 47 percent), may be attributed to the increase in the number of first-time students needing remediation in basic skills areas.

SBCC Persistence through Four Terms

1983  34%
1987  41%
1991  51%
1993  47%

Course Completion Rates
The College has made steady progress in the proportion of students that successfully completed courses. Over the previous four academic years, the successful completion of courses has increased from 66 percent in 1991-92 to 69 percent in 1994-95. During this same period, student withdrawals have decreased from 23 percent to 20 percent of all grades given at the institution. The chart below depicts these trends in course completions and withdrawals.

Percentage of Course Completions and Withdrawals
(1991-92 to 1995-96)
Number of Degrees and Certificates Awarded
The College has increased the number and percentage of its students who complete degrees and certificates. During the past five academic years, the number of Associate Degrees awarded by SBCC has increased 30 percent (from 470 to 612). The following chart presents the trend in Associate Degrees and Certificates awarded between 1991-92 and 1995-96.

![Number of Associate Degrees and Certificates Awarded](chart)

**College Action:** The high proportion of students entering with serious essential skills deficiencies requires that the College develop cooperative efforts with local high schools to enhance entry-level skills and move students through the basic skills sequence and into college-level work. This is particularly important for underrepresented groups. The continued gains in student college persistence rates, as well as the fact that the number of full-time students at the institution is increasing, suggest that there will be an increased demand for sophomore-level classes. Efforts are underway to gain a greater understanding of student withdrawals from their classes and to devise interventions to increase successful course completion rates. A study group was convened in June 1996 to identify strategies to increase the likelihood that students will succeed in their courses. The recommendations will be evaluated for possible implementation during the 1996-97 academic year.

**SID GOAL:** The College will increase the number of students, particularly from underrepresented groups, who 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**
The number of SBCC students transferring to four-year institutions has increased substantially, averaging about 1,100 per year, over the past five academic years. Minority transfers represented 18 percent of all SBCC transfers to UC and CSU during this five-year period. The chart below presents the number of students transferring to four-year institutions between 1991-92 and 1995-96. The 1995-96 total is estimates based on full-year CSU transfers and fall term UC transfers. CSU transfers increased substantially in 1995-96, while transfers to UC were down, largely due to declines in UCSB transfers.
Transfers to UCSB averaged 454 students per year over this same five-year period, decreasing slightly in 1995-96 to 435.

**College Action:** The College should continue successful efforts in increasing the number of students transferring to four-year colleges and universities. Special efforts are needed to increase the number of students who transfer in light of the anticipated increases in the number of community college students desiring to transfer to these institutions.

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

**Assessment Measures**

*Number of Students Pursuing Degrees and Certificates in Occupational Programs*

The number of students pursuing an Associate Degree in an occupational program declined by 20 percent between Fall 1992 and Fall 1996 (from 760 to 607 students). The number of students pursuing an occupational Certificate has remained constant during this same period. The chart below presents the changes in the numbers of students pursuing Associate Degrees and Certificates in occupational programs between Fall 1992 and Fall 1996.
Subsequent Earnings of Occupational Students

Research conducted by SBCC in cooperation with the Employment Development Department (EDD) and the State Chancellor's Office provided information on occupational student earnings upon leaving SBCC. This research clearly indicated the importance of achieving an Associate Degree in terms of subsequent earning capabilities. Occupational students who completed a degree had average annual wages of $26,078, compared to $20,519 for occupational students who completed 12 or more units in their major, but did not complete degree requirements. These findings provide strong support for the economic value of the Associate Degree. They are consistent with the findings reported by the U.S. Bureau of the Census, which show that students who complete the Associate Degree earn more money than high school graduates who opt not to attend college or who withdraw from college before acquiring the Associate Degree.

More specifically, by their third year after leaving SBCC, students who earned an Associate Degree in an occupational field earned close to $6,400 more than those who achieved a College Certificate, or those who completed 12 or more occupational course units without earning a degree or certificate.

Furthermore, the first-to-third year post-college gain in earnings was substantially greater for students with Associate Degrees than those with Certificates (41 percent vs. 15 percent), or those who completed units, but not a degree or certificate (41 percent vs. 28 percent). The study also revealed that there were significant differences among SBCC departments in the wages earned by their AA/AS Degree graduate one to three years after leaving college.

College Action: The number of students enrolled in occupational certificate and degree programs will result in demands for College assistance in locating internship and job placement opportunities. The College should continue its efforts to inform students as to the economic value of the Associate Degree, and work toward increasing the number of students pursuing occupational degrees and certificates.

SID GOAL: The College will increase the percentage of students who complete basic skills and entry-level ESL courses and who then successfully complete college-level work.

Assessment Measures

Progress of Students Taking Basic Skills Courses in Math, Reading, Writing and ESL in Completing Subsequent Courses that Lead to College-Level Work

The percentage of students in basic skills courses who subsequently transition into college-level work remains an area of concern for SBCC. While the percentage of successful essential skills course completion has improved over the past five years in math, writing and reading, the percentage of entering essential skills students who transition to college-level remains low. In math, less than 10 percent of students entering the Basic Math (Math 1) level are able to enter college-level math within a three-year period. For students who are assessed into the second writing course (English 80), more than half enroll in English 110, the transfer-level composition course, within a three-year period. Of the students in English 80 who enroll in English 110, 70 percent complete English 110 with a grade of "C" or higher. Although course completion rates in ESL classes are close to the average for the College, the percentage of ESL students who complete English 100 or English 110 is low, particularly among students who entered below the most advanced course in the ESL sequence.

College Action: Strategies are being identified to increase the number of students who complete their basic skills and ESL course sequence and move on to complete English and math classes required to achieve their
college certificate, degree and/or transfer objectives. The ESL Department completed the first phase of its instructional redesign project in June 1996. The changes in the curriculum and methods of instruction made as a result of this project should result in increased success of ESL students in non-ESL college-level courses. The Math Department has participated in a three-year project designed to identify strategies for increasing student success in its courses. The recommendations of this project, including modification of Math 1 and the replacement of Math 3 with a new Math 4 course, are proving to be successful. The Math Department is participating in a comprehensive revision of its tutoring program. The results of this review will be used to design and implement strategies to increase student success in math classes.

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, by 1,747 students in Fall 1989, and 1,841 students in Fall 1993. 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. Overall student satisfaction with SBCC increased from 65 percent in 1987 to 83 percent in 1993. This compared to a 73 percent student satisfaction level for the national sample.

SID 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. In the Fall 1993 survey, 83 percent of the students expressed satisfaction with the College, compared to 79 percent of Fall 1989 students surveyed and 65 percent of the Fall 87 survey. In addition, 80 percent would describe their courses as challenging, stimulating and worthwhile; 84 percent find all of their instructors to be approachable, helpful and supportive; and 78 percent, as compared to 53 percent in 1989, found SBCC a stimulating and often exciting place to be most of the time.

The percentage of students who stated that if they could start over again they would go to SBCC ranged from 87 percent for Chicano/Latino students (a 4 percent increase from Fall 1989) and 84 percent for white students (a 4 percent increase from Fall 1989) to 70 percent for African-American students (a 4 percent increase from Fall 1989), 80 percent for other minorities (a 19 percent increase from Fall 1989), and 82 percent for Asian students (a 37 percent increase from Fall 1989). There has been an increase from Fall 1989 to Fall 1993 in the percentage of students in each ethnic/cultural group who stated that if they could start over again they would attend SBCC.

SBCC students were more likely than those in a national sample of community colleges to: have prepared a bibliography or set of references for a term paper or report often (a 7 percent increase from Fall 1989); met with an instructor in his/her office (a 5 percent increase from Fall 1989); used a computer (word processor) to write or type a paper (a 15 percent increase from Fall 1989); participated in class discussions
very often (a 12 percent increase from Fall 1989); had discussions with students whose ethnic or cultural background was different from theirs (a 13 percent increase from Fall 1989); and had discussions with students from a country different from theirs (a 12 percent increase from Fall 1989).

In terms of critical thinking skills, which include applying principles and concepts learned in class to understand other problems or situations (a 4 percent increase from 1989), comparing and contrasting different points of view presented in a course (a 3 percent decrease from 1989), and considering the accuracy and credibility of information from different sources (a 1 percent increase from 1989), SBCC students rank comparably to the national sample of community college students.

A higher percentage of SBCC students than those in the national sample of community colleges reported that they made substantial progress in 17 of the 19 measures of desired college education outcomes that were examined. Higher percentages were found in the areas of communication skills, math/analytical skills, science and technology, social science, general education, and personal/social development. Only for career development were the percentages slightly lower.

Research conducted by student surveys in the Fall terms of 1987, 1989 and 1993 demonstrates increased student participation, involvement and satisfaction in college studies and activities. Substantial gains were made by the institution in increasing student involvement in the following areas: 1) use of multiple sources for research; 2) use of computer for writing papers; 3) conversations with students from other ethnic backgrounds and cultures; 4) participation in clubs and special events; 5) collaboration with other students in study and projects; and 6) use of the Learning Resource Center for instructional support.

The results of this involvement have lead to increased student progress toward achieving desired educational objectives and gains in student satisfaction with the educational experience at SBCC.

**College Action:** The findings of this study revealed that the vast majority of students expressed satisfaction with their interactions with faculty, staff and other students at the College; described their SBCC courses to be challenging, stimulating and worthwhile; characterized SBCC as a stimulating and often exciting place to be; reported their instructors made them feel that they could succeed in their classes; and stated that if they could start over again, they would attend SBCC. These positive findings should be incorporated into the College's promotional efforts.

A number of initiatives have been undertaken in the past few years to increase students' involvement in their learning. The survey instrument used to assess student involvement will be administered in Fall 1996 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 develop.

The results of the Fall 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.

The findings of this study documented the high degree of satisfaction students have with their experience at SBCC. Moreover, SBCC students expressed a higher degree of satisfaction with most aspects of the institution than other community college students throughout the nation who completed the same survey. Members of the College community should feel very proud of the high degree of student satisfaction with their experiences at SBCC. These positive findings validate our commitment to maintaining a learning-centered environment for all students who enroll at SBCC.
CHAPTER IV: HUMAN RESOURCES

Faculty and staff diversity continues to be a state-wide and College initiative, the development of which is achieved in large part through the hiring process. AB 1725 established a system-wide goal of 30 percent minority hires within the community college system. The following SID goals and related assessment measures highlight the progress SBCC has made in this area.

SID GOAL: The College will foster faculty and staff diversity to meet the needs of a changing population.

Assessment Measures

*Ethnic And Gender Composition of SBCC Faculty and Staff and of New College Hires*

Over the past five years the percentage of women and minorities within SBCC's administrative/management, regular faculty and classified staff has remained fairly constant. The charts below display changes in the annual percentage of women and minority management, faculty and classified staff employees at SBCC between 1991-92 and 1995-96.

**Percentage of Women and Minority Administrative/Management Employees (1991-92 to 1995-96)**

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**Percentage of Women and Minority Regular Faculty (1991-92 to 1995-96)**

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Percentage of Women and Minority Classified Staff Employees
(1991-92 to 1995-96)

Ethnic Composition of SBCC New College Hires
Over the past five years there has been a fluctuating percentage of minority staff hired to fill administrative / management, regular faculty, and classified vacancies. The 1995-96 new hire period, however, saw a decrease in the percentage of minority candidates hired, especially in the administrative / management category. The table below indicates the percentage of new hires filled with minority candidates during the period of 1985-86 through 1995-96.

Percentage Of Minority New Hires
1985-86 to 1995-96

College Action: The College should continue affirmative action efforts, especially in hiring for faculty and management positions, to meet its affirmative action goals and timetables. New affirmative action recruitment/advertising efforts will be made for part-time faculty hires.

SID 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
In spite of diminishing resources, the College has continued its commitment to faculty and staff development through sabbaticals, Faculty Enrichment Grants, faculty and staff development workshops and seminars, and the Professional Growth Program for classified staff. A central focus for these development activities has been to train College faculty and staff in the effective use of computer technology. In order to cope more effectively with diminishing resources, the College will also focus on
the development of College expertise in the areas of continuous quality improvement and business process re-engineering. Investments in the continued professional development and growth of College faculty and staff are essential for SBCC to meet its current and future challenges of being more effective as an institution with fewer available resources.

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 Faculty Workshops, Fall and Spring Faculty Seminars, *Faculty Voice* publication, Instructional Improvement and Professional Development Grants, and Travel and 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**, granted by the Board of Trustees, are 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.

**College Action:** 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**

The fiscal condition of the College continues to be a priority concern for the Board of Trustees, management, faculty and staff of the institution. Instability and uncertainty of State funding levels have made fiscal planning and management difficult during the past five years. Although the 1995-96 fiscal year funding provided a cost-of-living increase to the District for the first time in four years, uncertainty of funding for growth and basic skills continued to make fiscal planning difficult.
SID GOAL: The District will promote fiscal responsibility in its operations.

Assessment Measures

Predictability of Revenue Levels
The 1996-97 fiscal year provides some relief from recent-year budget constraints. The State apportionment allocation contains a cost-of-living increase for College operations, as well as significant funding for growth. While basic skills funding continues, there is extreme uncertainty with respect to basic skills allocations to individual districts. This item is crucial for the District, as basic skills revenues have been built into the 1996-97 budget. Actual revenues to be received by the District in 1996-97 will not be known until late in the fiscal year, due to the uncertainties of growth and basic skills funding statewide. Effective planning and resource allocation is difficult in this uncertain fiscal environment. The chart below depicts the loss of community college purchasing power over the past six-year period.

SBCC Base and Actual Funding Levels
Compared with Expected Levels with Cost-of-Living Increases
1991-92 to 1996-97

Meeting Cap on Full-Time Equivalent Students (FTES)
FTES increased two percent between the 1993-94 and 1995-96 fiscal years, after experiencing an eight percent decline between the 1992-93 and 1993-94 fiscal years. The level of growth funding provided for the 1996-97 fiscal year, however, makes it imperative that the District grow FTES back to 1992-93 levels, requiring a six percent increase in FTES for the 1996-97 fiscal year. The following chart presents the trend in student FTES between 1992-93 actual and 1996-97 target levels of FTES.

SBCC Credit and Non-credit FTES
(1992-93 to 1996-97 Fiscal Years)
Maintenance of Reserve
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 dependent upon estimates of student workload, as well as state and federal funding mechanisms. In spite of the budget uncertainty and limitations, the College has maintained its stated policy of maintaining a five percent contingency reserve in its operational budget.

Meeting Provisions of the Fifty Percent Law
SBCC has met this State mandate for each of the past 10 years, and is ranked near the top of all community colleges in the percentage of current expenses of education directed toward the salary and benefits of classroom instructors (55 percent in 1995-96).

Accurate Projections of District Revenues and Expenditures
The advent of Program-Based Funding, along with the uncertainty of growth funding levels and mechanisms, have presented new challenges to developing accurate revenue projections. Expenditure estimates in the adopted budget have been fairly accurate in terms of actual expenditure levels.

College Action: The past several years have seen a serious shortfall in the State’s 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 included cost-of-living adjustments (C.O.L.A.) for District budgets only in 1995-96 and 1996-97, after four consecutive years (1991-92 to 1994-95) with no C.O.L.A. increases. 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. The College is continuing to examine business process re-engineering techniques in order to meet long-term budget limitations and to provide faculty and staff salary increases.

While projections of State revenues are more encouraging for the next several years, State-mandated expenditures and Proposition 98 uncertainties require caution in District budget planning. SBCC must plan cautiously for this period of uncertain revenues if it is to remain fiscally sound. The District’s budget planning will be consistent with its 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 budgeting and reporting purposes.

SID GOAL: The College will use and maintain facilities and equipment effectively.

Assessment Measures

Funding For Equipment Replacement
Through the establishment of an Equipment Replacement Fund and the allocation of lottery revenues for funding equipment replacement, SBCC has been able to systematically renew and replace College equipment. In each of the past five years, $800,000 has been made available to meet this need. Of this amount, 40 percent has been directed toward computer equipment needs. At this level of funding, the computer equipment inventory is on a nine-year replacement cycle, which is not sufficient to maintain current technology and functionality within the College's computer inventory. This level of annual funding can be maintained for another three years. The long-term stability of this fund, however, is based on future levels of lottery revenues received by the institution.
Funding for Deferred Maintenance
Ongoing deferred maintenance needs can be met only through a combination of State-funded projects and District-funded projects from the Capital Outlay Fund. District end-of-year balances of $670,000 have been identified for transfer to the Capital Outlay Fund to meet the needs for facility repair and renovation.

College Action: 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 has implemented a fixed asset inventory and control system to give an accurate picture of equipment replacement needs. Additional funding for equipment replacement is needed to reduce the replacement cycle for computer equipment from the existing nine-year cycle to a more realistic five-year cycle.

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