ASSESSMENT OF
INSTITUTIONAL EFFECTIVENESS

1995 REPORT ON THE
COMPREHENSIVE ACCOUNTABILITY SYSTEM
OF SANTA BARBARA CITY COLLEGE

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FROM THE PRESIDENT

Santa Barbara City College is an institution dedicated to excellence in higher education for the South Coast of Santa Barbara County. A key factor in assuring educational quality is an ongoing assessment of institutional effectiveness. Such assessment measures both past performance and identifies areas for future improvement and growth. This document reflects SBCC’s comprehensive assessment of institutional effectiveness. It is the result of the efforts of many individuals within the College to examine our institutional strengths and identify areas for improvement. An assessment of our College’s effectiveness will be reported annually to the Board of Trustees and the College community.

The report is divided into five major chapters that are related to the College mission, function, and resources. These topic areas include the following categories.

- Student Access
- Human Resources
- Student Success
- Fiscal and Physical Resource Use and Renewal
- Student Participation and Satisfaction

The Assessment of Institutional Effectiveness is a comprehensive accountability system required by AB 1725. Its primary purpose is to guide the improvement of SBCC’s existing instructional and student services, along with the development of initiatives designed to promote student success at the College.

This report of institutional effectiveness is based on the many and ongoing SBCC evaluation, planning, and resource allocation processes. These processes, taken together, comprise the College’s comprehensive planning process, which is guided in general by the SBCC Mission Statement and in particular by the Statement of Institutional Directions (SID). The SID lists specific goals which the College community has identified as necessary to enhance and maintain a superior level of performance. These SID goal statements were used as the basis for developing measures of institutional effectiveness.

Recognition should go to the following people for their efforts in completing this project: Charles Bennett for data collection, analysis, and writing; Martha Seagoe for data collection; and Jack Friedlander and William Hamre, who served as Project Directors.

I hope that you find the document informative as we strive cooperatively for the highest levels of quality education at SBCC.

Peter R. MacDougall
Superintendent/President
SANTA BARBARA CITY COLLEGE BOARD OF TRUSTEES

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CHAPTER I: STUDENT ACCESS

In order to meet the needs of an increasingly diverse population, SBCC 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 1995 terms there has been a 6 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 chart below displays the numbers of admission applications between Fall 1990 and Fall 1995.

![SBCC Applications For Admission (Fall 1990-1995)]

First-time Students
There were 2,260 first-time students enrolled in Fall 1995. This measure increased substantially in the past year, after remaining relatively stable over the previous five years, declining at an average annual rate of three percent between Fall 1990 and Fall 1994. The following chart presents the number of first time students between the Fall 1990 and Fall 1995 terms.
Student Headcount Enrollment
Over the past five years SBCC has enrolled on average 11,800 credit students each fall term. 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. The following charts presents the trend in credit student headcount enrollment between Fall 1990 and Fall 1995.

Percentage of District Adult Population Served by the Credit Program
An average of 11,800 students enrolled in SBCC credit programs during the 1990 through 1995 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 Program has served on average about 37,000 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. Between 1990 and 1995, the percentage of the District’s adult population served by SBCC’s continuing education programs was higher than for other community college continuing education programs that also have sole authority to provide this kind of service within their district. The number of continuing education students served during each of the five previous years is shown below.
Number Of Continuing Education Students Enrolled
(1990-91 Through 1994-95)

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 1995 was 36 percent, a rate consistent with the state-wide community college-going rate (most recently measured by the California Postsecondary Education Commission for Fall 1993). Of the Fall 1993 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 of the district boundaries.

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 1995, 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 1990 and Fall 1995. As of the Fall 1995 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 opening and welcome for students.
Percentage Of Under-Represented Students Enrolled
(Fall 1990-1995)

Number of Students with Disabilities Attending SBCC
Over the past decade, students with disabilities enrolled in credit programs has more than doubled. During the 1994-95 academic year, there were 798 students qualified to receive state funding in the Disabled Students Programs and Services. Changes in their numbers over the previous five academic years is presented below.

Number Of Students With Disabilities Attending SBCC
(1990-91 To 1994-95 Academic Years)

Credit Participation Rates by Age and Gender
Over the past five years, participation in SBCC’s credit programs by age and gender has remained essentially unchanged, as has their percentage distribution. The largest category of participants has been 18-25 year olds, representing over sixty percent of all enrolled students in credit programs during this period. Male and female students have continued to be represented equally. The following chart presents age participation data for the Fall 1995 term.
Credit Student Enrollment By Age Group
(Fall 1995 Term)

Noncredit 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 twenty-two percent of all participants in Continuing Education programs during the 1994-95 academic year, a slightly higher number relative to their percentage of the District’s adult population (twenty percent). Over the past five academic years, the percentage all participants in SBCC’s Continuing Education Program who are Chicano/Latino has remained steady, averaging twenty-one percent during this period.

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 presents these average annual participation rates during this five-year period.

Non-Credit Student Annual Enrollment By Age
(1990-91 Through 1994-95)

Number of International Students Attending SBCC
The number of international students attending SBCC has more than doubled between Fall 1990 and Fall 1995. The 487 international students attending SBCC in the Fall 1995 term represented four 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 1990 and Fall 1995 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 six years (Fall 1990 through Fall 1995), an average of 37 percent of entering SBCC students were assessed as eligible for college-level English (English 110 - English Composition). This percentage has declined by 18 percent during this six-year period, with the high being 44 percent in Fall 1992. 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 chart below displays the trend in the percentage of entering students eligible for English 110 between Fall 1990 and Fall 1995.

Percentage Of Entering Students Eligible For College-Level English
(Fall 1990-1995)

![Bar chart showing percentage of entering students eligible for college-level English from Fall 1990 to Fall 1995.]

During this same six-year period, an average of 20 percent of entering students SBCC students were assessed as eligible for transfer-level Math. Between Fall 1990 and Fall 1995, this percentage has fluctuated based on changing assessment criteria. Since the Fall 1992 term, when existing standards were placed into effect, the percentage of entering students with college-level Math skills has declined steadily. Thirty-three percent of students entering the College possess the math skills needed for Intermediate Algebra, the Math course needed for college graduation.

Almost one-fourth (23 percent) of all entering students were assessed into the Basic Math course between Fall 1990 and Fall 1995, although this percentage has declined by 17 percent during this period. Of those eligible for Basic Math only during this period, an average of 47 percent were
minority students. This percentage has risen steadily over the last six years, from 43 percent in fall 1990 to 52 percent in fall 1995. The following chart presents the percentage of students qualifying for transfer-level Math between Fall 1990 and Fall 1995.

### Percentage of Entering Students Eligible for Transfer-level and Basic Math (Fall 1990-95)

![Graph showing percentage of entering students eligible for transfer-level and basic math between 1992 and 1995.]

**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**

<table>
<thead>
<tr>
<th>Year</th>
<th>Rate</th>
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</thead>
<tbody>
<tr>
<td>1983</td>
<td>61%</td>
</tr>
<tr>
<td>1989</td>
<td>65%</td>
</tr>
<tr>
<td>1990</td>
<td>70%</td>
</tr>
<tr>
<td>1992</td>
<td>71%</td>
</tr>
<tr>
<td>1994</td>
<td>75%</td>
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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**

<table>
<thead>
<tr>
<th>Year</th>
<th>Rate</th>
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<tbody>
<tr>
<td>1983</td>
<td>34%</td>
</tr>
<tr>
<td>1987</td>
<td>41%</td>
</tr>
<tr>
<td>1991</td>
<td>51%</td>
</tr>
<tr>
<td>1993</td>
<td>47%</td>
</tr>
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</table>
**Course Completion Rates**
The College has made steady progress in the proportion of students that successfully complete 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](chart)

**Number of Degrees and Certificates Awarded**
The College continues to increase 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 31 percent (from 483 to 632), while the number of certificates awarded increased almost four-fold (from 101 to 493), due largely to the marked jump in Transfer Certificates awarded between 1991-93. The following chart presents the trend in Associate Degrees and certificates awarded between 1990-91 and 1994-95.

![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 under-represented 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, suggests 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 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 fluctuated substantially, averaging about 1,100 per year, over the past five academic years. Of these transfer students, however, the number of minority students transferring to UC or CSU increased by 13 percent between the 1990-91 and the 1994-95 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 1990-91 and 1994-95.

![Number of Students Transferring to Four-year Institutions (1990-91 to 1994-95)](chart)

Transfers to UCSB averaged 454 students per year over this same five-year period, decreasing slightly from 490 to 475. Of these transfers to UCSB, eight percent were underrepresented minority students.

**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 more than doubled between Fall 1990 and Fall 1995 (from 293 to 635 students). The number of students pursuing an occupational certificate has declined by 15 percent during this same period, from 505 to 428 students. The chart below presents the changes in the numbers of students pursuing Associate Degrees and certificates in occupational programs between Fall 1990 and Fall 1995.

![Graph showing number of students pursuing degrees and certificates in occupational programs (Fall 1990 to Fall 1995)]

**Number of Degrees and Certificates Awarded in Occupational Programs**
The number of students earning Associate Degrees in occupational programs increased by 11 percent between the 1990-91 and 1994-95 academic years. The number of students earning occupational certificates showed an even larger increase (48 percent) during this same period, although a drop in this measure was experienced in 1993-94. The following chart presents the numbers of Associate Degrees and occupational certificates awarded during this five-year period.
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 vocational student earnings upon leaving SBCC. This research clearly indicated the importance of achieving an Associate Degree in terms of subsequent earning capabilities. Vocational students who completed a degree had average annual wages of $26,078, compared to $20,519 for vocational 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 finding 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 learning college.

College Action: 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. The College should continue its efforts to inform students as to the economic value of the associate degree.

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 has 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 the 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 very (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 Fall term 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 thirty 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 1990-91 and 1994-95.

**Percentage of Women and Minority Administrative/Management Employees**
(1990-91 to 1994-95)

![Graph showing percentage of women and minority administrative/management employees from 1990-91 to 1994-95.]

**Percentage of Women and Minority Regular Faculty**
(1990-91 to 1994-95)

![Graph showing percentage of women and minority regular faculty from 1990-91 to 1994-95.]

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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 table below indicates the percentage of new hires filled with minority candidates during the period of 1985-86 through 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 on 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 resources available.

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, 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 1995-96 fiscal year provides some relief from recent year budget constraints. For the first time in four years, the State allocation contains a cost-of-living increase for college operations. The mechanism for basic skills funding has been amended to provide a guaranteed level of funding at ninety percent of prior year levels. Uncertainty continues, however, with respect to funding for growth and overall basic skills allocations to individual districts. The 1994-95 fiscal year was one of extreme budget uncertainty, due primarily to shortfalls in local property tax collections system wide. This uncertainty was evidenced as increasingly larger deficits were applied to the community college apportionments throughout the year. Although AB 973 provided some relief for colleges at the end of the 1993-94 legislative session, budget levels continue to fall below 1992-93 levels, with no provisions for cost-of-living increases or for funding growth in colleges other than in the area of basic skills. Effective planning and resource allocation is difficult in this uncertain economic environment. The chart below depicts the loss of community college purchasing power over the past five year period.

SBCC Base and Actual Funding Levels
Compared With Expected Levels With Cost-Of-Living Increases
1991-92 to 1995-96

Meeting Cap On Full-Time Equivalent Students (FTES)
FTES increased less than one percent between the 1993-94 and 1994-95 fiscal years, after experiencing an eight percent decline between the 1992-93 and 1993-94 fiscal years. The following chart presents the trend in student FTES between 1990-91 and 1994-95.
SBCC Credit and Non-credit FTES
(1990-91 to 1994-95 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 1994-95).

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 not included cost-of-living adjustments (C.O.L.A.) for district budgets only in 1995-96, 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.

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 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 need to reduce the replacement cycle for computer equipment from the existing nine-year cycle to a more realistic five-year cycle.