



Western Association of Schools and Colleges  
**Accrediting Commission for Community and Junior Colleges**

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**2014 Annual Report**  
**Final Submission**  
 03/31/2014

Santa Barbara City College  
 721 Cliff Drive  
 Santa Barbara, CA 93109

**General Information**

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Melanie Rogers
3.	Phone number of person preparing report:	(805) 965-0581 x2807
4.	E-mail of person preparing report:	rogers@sbcc.edu
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	<a href="http://www.sbcc.edu/catalog/2013_2014/02_Title%20Page.pdf">http://www.sbcc.edu/catalog/2013_2014/02_Title%20Page.pdf</a>
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	<a href="http://www.sbcc.edu/accreditation/">http://www.sbcc.edu/accreditation/</a>
6.	Total unduplicated headcount enrollment:	Fall 2013: 19,716 Fall 2012: 19,795 Fall 2011: 20,372
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2013:	19,325
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2013:	2,084
9.	Number of courses offered via distance education:	Fall 2013: 156 Fall 2012: 146 Fall 2011: 151
10.	Number of programs offered via distance education:	6
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2013: 5,960 Fall 2012: 5,489 Fall 2011: 5,286
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2013: 0 Fall 2012: 0 Fall 2011: 0
13.	Were all correspondence courses for which students enrolled in fall 2012 part of a program which leads to an associate degree?	No

## Student Achievement Data

#	Question	Answer	
14a.	What is your Institution-set standard for successful student course completion?	73%	
14b.	Successful student course completion rate for the fall 2013 semester:	74%	
15.	Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.		
	a.	If you have an institution-set standard for student completion of degrees and certificates combined, what is it?	0
	b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	1022
	c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	906
16a.	Number of students (unduplicated) who received a certificate or degree in the 2012-2013 academic year:	1,914	
16b.	Number of students who received a degree in the 2012-2013 academic year:	1,275	
16c.	Number of students who received a certificate in the 2012-2013 academic year:	977	
17a.	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it?	1,058	
17b.	Number of students who transferred to 4-year colleges/universities in 2012-2013:	1,344	
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	Yes	
18b.	If yes, please identify them:	HN-HHSCIE-C Highest Honors-Sciences/Math  LS-CSUGEB-C CSU GE Breadth Transfer  CS-COMPSC-C Computer Science  BI-NATHIS-C Natural History  HN-HON-SCI-C Honors-Sciences/Mathematics  EN-CRWRGE-C Creative Writing-Gen Emph  PE-FITNESS-C PE-Physical Fitness Spec  PE-RECTCH-C	

		Recreation Technician  LS-IGETC-C IGETC Transfer  HN-HONHUM-C Honors-Humanities/Social Sci  CT-CONSTR-C Construction Technology  GS-GEOTCH-C Geoscience Technology  HN-HHHUMN-C Highest Honor-Hum/Social Sci  BU-BUADEN-C Bus Ad-Entrepreneurship  XX-DEGCON-C Degree Conversion Certificate  GL-GLOBST-C Global Studies  BI-MARSCI-C Marine Science  GD-APPHOT-C Applied Photo: Photography																																																		
19a.	Number of career-technical education (CTE) certificates and degrees:	206																																																		
19b.	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification:	206																																																		
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	0																																																		
19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	0																																																		
20.	2011-2012 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:																																																			
		<table border="1"> <thead> <tr> <th>Program</th> <th>CIP Code 4 digits (##.##)</th> <th>Examination</th> <th>Institution set standard</th> <th>Pass Rate</th> </tr> </thead> <tbody> <tr> <td>Alcohol and Drug Counseling</td> <td>51.15</td> <td>state</td> <td>0 %</td> <td>100 %</td> </tr> <tr> <td>Associate Degree Nursing Program</td> <td>51.16</td> <td>national</td> <td>0 %</td> <td>100 %</td> </tr> <tr> <td>Cancer Information Management</td> <td>51.07</td> <td>national</td> <td>0 %</td> <td>100 %</td> </tr> <tr> <td>Certified Nursing Assistant</td> <td>51.16</td> <td>national</td> <td>0 %</td> <td>97 %</td> </tr> <tr> <td>Cosmetology: Practical</td> <td>12.04</td> <td>state</td> <td>0 %</td> <td>92 %</td> </tr> <tr> <td>Cosmetology: Written</td> <td>12.04</td> <td>state</td> <td>0 %</td> <td>70 %</td> </tr> <tr> <td>Esthetician: Practical</td> <td>12.04</td> <td>state</td> <td>0 %</td> <td>92 %</td> </tr> <tr> <td>Esthetician: Written</td> <td>12.04</td> <td>state</td> <td>0 %</td> <td>77 %</td> </tr> <tr> <td>Emergency Medical Technician</td> <td>51.09</td> <td>national</td> <td>0 %</td> <td>79 %</td> </tr> </tbody> </table>	Program	CIP Code 4 digits (##.##)	Examination	Institution set standard	Pass Rate	Alcohol and Drug Counseling	51.15	state	0 %	100 %	Associate Degree Nursing Program	51.16	national	0 %	100 %	Cancer Information Management	51.07	national	0 %	100 %	Certified Nursing Assistant	51.16	national	0 %	97 %	Cosmetology: Practical	12.04	state	0 %	92 %	Cosmetology: Written	12.04	state	0 %	70 %	Esthetician: Practical	12.04	state	0 %	92 %	Esthetician: Written	12.04	state	0 %	77 %	Emergency Medical Technician	51.09	national	0 %	79 %
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	Health Information Technology	51.07	national	0 %	96 %
	HIT/Coding Certificate	51.07	national	0 %	88 %
	Radiography	51.09	national	0 %	100 %

21. 2011-2012 job placement rates for students completing certificate programs and CTE (career-technology education) degrees:

Program	CIP Code 4 digits (##.##)	Institution set standard	Job Placement Rate
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22. Please list any other institution set standards at your college:

Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard
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23. Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,250 character limit, approximately 250 words).

In order to ensure the regular evaluation of student achievement and institutional effectiveness, we included a specific set of achievement and effectiveness measures in our Educational Master Plan, and defined in the plan itself the process and schedule for the regular evaluation of these measures. This Plan informs and drives all other planning and resource allocation at the College. Each unit's Program Review must contain a linkage to at least one of the strategic goals in the Educational Master Plan, and the Program Evaluation Committee will produce an annual report summarizing these contributions to the pursuit of the goals in the Educational Master Plan, and progress towards those goals. Institution-set standards are also included in the Educational Master Plan, and will be evaluated annually. An example of change occurring in response to analysis of college performance is our Express To Success (ESP) program, now in its third year. In response to data showing poor progression rates through Basic Skills courses, ESP is a program of accelerated learning communities that enables our target population to complete Basic Skills classes more quickly. ESP received the 2012 Chancellor's Award for Best Practices in Student Equity.

### Student Learning Outcomes and Assessment

#	Question	Answer
24.	Courses	
	a.	Total number of college courses: 1185
	b.	Number of college courses with ongoing assessment of learning outcomes: 1185
	Auto-calculated field: percentage of total: 100	
25.	Courses	
	a.	Total number of college programs (all certificates and degrees, and other programs as defined by college): 78
	b.	Number of college programs with ongoing assessment of learning outcomes: 78
	Auto-calculated field: percentage of total: 100	
26.	Courses	
	a.	Total number of student and learning support activities (as college has identified or grouped them for SLO implementation): 23
	b.	Number of student and learning support activities with ongoing assessment of learning outcomes: 23

		Auto-calculated field: percentage of total: 100
27.	URL(s) from the college website where prospective students can find SLO assessment results for programs:	<a href="http://www.sbcc.edu/prospective/PSLO_Assessment_Results.pdf">http://www.sbcc.edu/prospective/PSLO_Assessment_Results.pdf</a>
28.	Number of courses identified as part of the GE program:	507
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	100%
30.	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?	Yes
31.	Number of GE courses with Student Learning Outcomes mapped to GE program Student Learning Outcomes:	507
32.	Number of Institutional Student Learning Outcomes defined:	6
33.	Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).	100%
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	100%
35.	<p>Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,250 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 5px;"> <p>We have used course-based assessment mapping CSLOs to ILOs (our ISLO). The original process proved very helpful as we found gaps in department mapping. We corrected them, pursued much dialogue about mapping and appropriate measures. Once we resolved mapping issues, we discovered that the data confirmed what we had inferred and known for some time. The scores followed our grade distributions as well. Though these findings indicated that we were accurate in our previous interpretations, we wanted more information and insight. During this winter intersession we established a workgroup to use ISLO data more broadly to inform changes in teaching and learning. They made a series of recommendations and handed off the project to the Committee on Teaching and Learning. CTL is in the process of developing recommendations for the academic senate involving the use of the AAC&amp;U Value Rubrics and in class surveying of students regarding their assessment of their and college's achievement with respect to each ISLO. The intent of their work is to use the survey results to determine the highest learning priorities of faculty and student. They will use the results to promote the integration across disciplines of the teaching of skills needed to ac</p> </div>	
<p><b>Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the last question of this section. We look forward to including this information from colleges in our report to the Commission and the field in June.</b></p>		
36.	<p>Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called "mapping"), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students' programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,250 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 5px;"> <p>Alignment is built into the mapping process. Beyond mapping we have undertaken the project described in #35 above. In establishing CSLOs we achieved alignment, sequence, progression within department offerings. The dialogue associated with such decisions was among the most productive and inclusive we have had. It has affected curriculum, measurement, matriculation. The extended dialogue into which we have recently entered draws together</p> </div>	

	<p>many innovative initiatives designed to help students achieve a greater command of the academic skills needed for transfer and success in the workplace. Our intent is to change the way these skills are taught and reinforced across all disciplines and services. We are working to revise our ISLOs so that they will be more readily understood by students. We are expanding their number so that we are more inclusive of civic and ethical outcomes. The dialog about and effort to be more inclusive involves faculty, students, staff, counselors, and administration. We will be devoting the next two years to the process of integrating the teaching of these essential skills to all students in all classes, in all counseling sessions, in all tutorial and other interactions between students and SBCC personnel.</p>
37.	<p>Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,250 character limit, approximately 250 words).</p> <p>CSLOs are listed in all syllabi and CORs. They are discussed the first day of class, revisited during the course of instruction and focused on again at the end of the course. We plan to do the same for select ISLOs. CSLOs are assessed on a regular basis by faculty. Proposed changes are included each CIP. We have a web site devoted to SLOs (slo.sbccc.edu) and coordinate eLumen and Curricunet SLO databases to assure that each is current and accurate. All submissions are reviewed and revised when necessary. No formal studies have been completed at the college or, to our knowledge, elsewhere that have determined the impact that SLOs per se have had on behavior or achievement. It is clear at SBCC, however, that the discussion of SLOs and ISLOs is valuable in that it clarifies to students the promise of the course and the college's instructional impact on their preparation and future prospects. The uses of rubrics and other learning-centered methods inherent in the SLO movement have shown our commitment to active learning and student success. This commitment is communicated to our students in the many interactions we provide. Their success is our highest priority. SLOs give us the opportunity to discuss and demonstrate that commitment.</p>
38.	<p>Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,250 character limit, approximately 250 words).</p> <p>We have coordinated the SLO cycle with our 3-year Program Review cycle. Assessment of PSLO achievement is integrated into Program Review. We use CSLO scores and faculty comments assessing students greatest needs, the causes of their difficulties in those areas where they do not make as much progress as expected, and proposed solutions aimed at finding better ways to get students past certain obstacles, are used during department discussions to inform the Course Improvement Plans for each class offered. New CIPs are written at minimum every 3 years. Data and comments are collected from faculty regularly during that 3-year period. The data and comments fuel the dialog and shape the changes made each cycle in instruction and in curriculum. At the institutional level, the senate and administration are in constant dialog about ISLO achievement, about improving process, and collecting meaningful, elucidating information. The college has created a new Institutional Effectiveness Committee to better facilitate dialogue, collect and use data, and make recommendations about resource allocation. The EVP is directly involved in planning, assessment, and resource allocation, insuring administrative involvement and commitment to this process.</p>
39.	<p>Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,250 character limit, approximately 250 words).</p> <p>Dialog is the great value of the SLO process. ESL faculty, for example, had not met recently to discuss standards and progression across their 5 levels in three subject areas. Teachers taught their sections without formally discussing standards or expectations within their level nor had they been involved in a discussion with other faculty teaching in the sequence at different levels. When they began to develop CSLOs they compared expectations and exit standards and discovered that some at lower levels were asking more of their students than those at higher levels, that some proposed SLOs that were the same as those proposed two levels above their classes. The dialog that developed as they worked closely to develop and agree on CSLOs changed their curriculum, sequencing of instruction, and standards for each level. They also shared techniques, methodologies, and materials. The end result was a much stronger program, more carefully scaffolded and shaped to help student achieve their goals level by level. The continuous discussion of CIPs has led to planning for a more ambitious restructuring</p>

of subject areas, integration of skills instruction across subjects, and demonstrates the desire of faculty to constantly improve instruction.

### Substantive Change Items

#	Question	Answer
40.	Number of submitted substantive change requests:	2012-13: 0 2011-12: 0 2010-11: 0
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	Change in sites offering 50% or more of a program, certificate, or degree
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	We will be increasing the number of programs offered 50% or more via Distance Education. We are in communication with ACCJC regarding our intent to submit a Substantive Change Proposal in Fall 2014.

### Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2013 Annual Report:	N/A
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	N/A
43.	List all of the institution's instructional sites out of state and outside the United States:	N/A

The data included in this report are certified as a complete and accurate representation of the reporting institution.

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