

SANTA BARBARA CITY COLLEGE

Educational Master Plan

Annual Progress Report

Fall 2017

Version 2.0 November 15, 2017

Approved by CPC February 6th, 2018

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REVISION HISTORY

Version 1.0 November 15, 2017

- Submitted to CPC for First Reading

Version 2.0 November 29, 2017

- Submitted to CPC for Second Reading and Approval
- Information has been added about the Express to Success Program and the activities of the office of Diversity, Equity, and Cultural Competency.
- December 5th CPC meeting canceled due to the Thomas fire, version 2.0 was submitted to CPC for a second reading and approval at the February 6th 2018 meeting.

INTRODUCTION

In the 2014-15 year, Santa Barbara City College developed a new Educational Master Plan (EMP) founded on the principle of being a meaningful, manageable, and living document. The EMP declares a set of Strategic Directions and Strategic Goals, and calls for the annual evaluation of progress towards those goals, which is the purpose of this report.

This report has 4 sections:

1. **PEC Best Practices and Key Themes:** This section, authored by the Program Evaluation Committee (PEC), is a summary report of best practices and key themes related to Strategic Goals, based on PEC's evaluation of program reviews.
2. **Program Review Goals Linked to the EMP (Z Reisz)** This section, jointly authored by PEC and IARP, is an analysis of progress made on program review unit goals that were explicitly linked to EMP Strategic Goals. The analysis focuses specifically on how progress on a particular unit goal contributes to the attainment of the particular Strategic Goal(s) to which it is linked.
3. **Initiatives Outside Program Review (Z Reisz and Department Representatives):** This section, authored by IARP and department and/or program representatives, analyzes progress made on Strategic Directions in initiatives that may be outside of program review, such as those in the Student Equity Plan, SSSP, grants, and others.
4. **Quantitative Measures of Progress (Z Reisz and Melanie Rogers):** Authored by IARP, this section focuses on quantitative data and analysis.

PART 1: PEC BEST PRACTICES AND KEY THEMES

This section provides a summary of best practices and key themes related to Strategic Goals, based on PEC's evaluation of program reviews.

Each year, PEC produces an annual report summarizing its evaluation of program reviews, as well as best practices and common themes as they relate to the Educational Master Plan (EMP). There are three reports so far: 2014-15, 2015-16, and 2016-17, covering the three completed academic years of review since the committee's inception in Fall 2014.

Each year, one third of all program reviews are updated completely and undergo a full evaluation by PEC. Those programs which were due for review in 2016-17 are linked to various relevant portions of the EMP. To gain a broad understanding of progress made on various Strategic Goals, exemplars are listed which connect to each.

The relevant portion of the [2016-2017 PEC Annual Report](#) is short enough to be quoted in its entirety here, and the complete report is available at the link above.

Strategic Direction 1: Foster student success through exceptional programs and services.

Strategic Goal 1.1: Support students as they transition to College.

- *Continued outreach to local community (ESL)*

Strategic Goal 1.2: Increase on-campus and community-based student engagement as a vehicle for purposeful learning.

- *Establish an Accounting Lab. (Accounting)*
- *Increase partnerships with local small businesses for student internship opportunities. (Finance, International Business, Marketing)*
- *Increase student readership of the student news website. (Journalism)*
- *Develop a more extensive internship program with local businesses (CIS)*
- *Improve and build community partnerships for the ADN student (ADN)*

Strategic Goal 1.3: Build or enhance programs that advance student equity, access, and success across all subgroups (e.g. age, ethnicity, socioeconomic status, gender, GPA).

- *Increase visibility of ECE department on campus to support student identity, equity and success. (ECE)*
- *Work with Foundation to fund grant for student lab costs including fingerprinting, medical costs. (ECE)*
- *Promote academic success for all students, including those who are managing family and work responsibilities, by increasing access and participation in student support services. (ESL)*
- *Design and implement an action plan to hire tutors from underrepresented groups. (Math)*
- *Increase the success rates for our Hispanic students in all classes in our department. (PE)*
- *Improve rates of success for underrepresented populations. (Justice Studies)*
- *Develop a “study hall” for low-income parents that will provide child care while students use the learning lab (VN)*

Strategic Goal 1.5: Implement effective practices to promote student learning, achievement, and goal attainment, including those designed to meet Student Success Act requirements.

- *Rethink approach to portfolio process in English 98. (English)*

- *Explore ways to accelerate learning for developmental students to avoid the “pipeline effect” of losing students at each articulation point. (Eng. Skills)*
- *Propose strategies to implement student cohorts (Justice Studies)*
- *Re-design courses to improve student success (Math)*

Strategic Goal 1.6: Foster institutional improvement through professional development.

- *Develop department/division roundtables focused on equity issues. (Eng.)*
- *Establish faculty research study and writing groups. (English Skills)*
- *Vertical Teaming with English and ESL departments (English Skills)*
- *Host a Literacy Conference at SBCC. (English Skills)*
- *More fully integrate credit and noncredit ESL Programs. (ESL)*

Strategic Direction 2: Provide facilities and institute practices that optimally serve College needs.

None of the instructional programs reviewed this year identified a goal related to this Strategic Direction. This SD will be more commonly addressed when operational program reviews are analyzed.

Strategic Direction 3: Use technology to improve college processes.

Strategic Goal 3.1: Systematically identify and improve operations using appropriate technology.

- *Provide an effective high fidelity simulation program. (Allied Health)*
- *Utilize available technology to enhance learning opportunities for noncredit short term vocational health-related students. (Allied Health)*
- *Develop an online clinical evaluation tool. (ADN)*
- *Continue exploring software for digital/computer literacy assessment (Comp)*
- *Rebuild department website. (English)*
- *Improve registration process for students. (Parent Child Workshop)*

Strategic Goal 3.2: Engage faculty in opportunities to identify and innovate with new instructional technologies that improve student learning.

- *Introduce a wider variety of courses in the growing area of SMM (Social Media Marketing). (Finance, International Business, Marketing)*
- *Develop an online clinical evaluation tool. (Associate Degree Nursing)*

Strategic Goal 3.3: Integrate systems and processes where appropriate and feasible.

- *Establish a student athlete tracking system database for post graduation. (PE/Health/Recreation)*
- *Utilize available technology to enhance learning opportunities for noncredit short term vocational health-related students. (Allied Health)*

Strategic Direction 4: Involve the College community in effective planning and governing.

Strategic Goal 4.1: Create a culture of College service, institutional engagement, and governance responsibility.

- *Collaborate with the Public Health Department to have VN students participate with the homeless and farmworkers and/or other underserved populations' health checks. (Vocational Nursing)*

Strategic Goal 4.2: Improve communication and sharing of information.

- *Establish an advisory committee. (Pre-Education Major)*
- *Establish faculty research study and writing groups. (English Skills)*
- *Fully migrate three noncredit short term vocational health-related programs to meet curriculum and college requirements. (Allied Health)*

Follow-up on Fall 2016 EMP Annual Progress Report

Note that Section 1 of the prior year's EMP Annual Progress Report also recommended that a process be discussed for updating the Educational Master Plan itself. Although the Integrated Planning Workgroup, a sub-committee of CPC, originally met and wrote the EMP between February and December of 2013 before the EMP was approved by CPC in 2014, CPC may provide sufficient review for minor updates. This has been the past practice for the minor updates to Version 1.2, which was approved by CPC In November 2015.

If during the EMP review process this Fall 2017, it is determined that more significant change is needed for the EMP, an Integrated Planning Workgroup may be called to meet again. Otherwise, discussion about changes can occur at CPC with recommended revisions coming for final approval at a subsequent meeting of CPC.

PART 2: PROGRAM REVIEW GOALS LINKED TO THE EDUCATIONAL MASTER PLAN

Beginning in 2014-15, each unit completing program review was asked to link at least one unit goal to one or more Strategic Directions or Strategic Goals, to provide the vital connection between unit-level activities and the EMP. This linkage data for 2016-17 has been collected from the program review database and is summarized in this section.

There were 96 Program Reviews submitted in 2016-17, across 18 divisions. Collectively, those Program Reviews contained 609 distinct unit goals and 762 objectives for those goals.

Of the 609 distinct unit goals, 557 (92%) were linked to Strategic Directions or Strategic Goals in the EMP, and 52 were not.

All of the Program Review links to the Educational Master Plan, including the unit goals, objectives, and status, can be found in [this spreadsheet](#).

A NOTE ABOUT THE SPREADSHEET: There are filters at the top of each column that let you pick a particular Strategic Direction or Goal, department or status.

A	B	C
EMP Link	Short Text	Division
SG 4.3	Strengthen Program Evaluation	Educational Programs
SG 4.3	Strengthen Program Evaluation	Educational Programs
SG 4.3	Strengthen Program Evaluation	Educational Support

For example, you could filter the EMP Link column for SD 1.1 (Strategic Direction 1.1) and the Unit column for “Psychology.”

Table 2.1 lists each Strategic Direction (SD) and Strategic Goal (SG) and shows the number of Program Reviews and unit goals linked to each. Note that there is duplication in the counts because many of the unit goals were linked to multiple EMP Strategic Directions or Strategic Goals. In the 2016-17 program review cycle, the program review template was modified to eliminate this duplication as much as possible by asking users to link a unit goal to at most one SD or SG.

Table 2.1 *Links Between Program Review Unit Goals and the EMP*

EMP Strategic Direction (SD) or Strategic Goal (SG)	Number of Program Reviews Linked to	Number of Unit Goals Linked to	Number of Objectives Linked to
Strategic Direction 1: Foster student success through exceptional programs and services.	33	166	294
Strategic Goal 1.1: Support students as they transition to College.	34	84	196
Strategic Goal 1.2: Increase on-campus and community-based student engagement as a vehicle for purposeful learning.	39	79	118
Strategic Goal 1.3: Build or enhance programs that advance student equity, access, and success across all subgroups (e.g. age, ethnicity, socioeconomic status, gender, GPA).	43	122	198
Strategic Goal 1.4: Support student learning by making course expectations explicit and by providing strategies for meeting those expectations.	24	51	72
Strategic Goal 1.5: Implement effective practices to promote student learning, achievement, and goal attainment, including those designed to meet Student Success Act requirements.	49	126	189
Strategic Goal 1.6: Foster institutional improvement through professional development.	18	39	52
DISTINCT* TOTAL FOR SD 1	74	389	517
Strategic Direction 2: Provide facilities and institute practices that optimally serve College needs.	16	40	55
Strategic Goal 2.1: Modernize the College’s facilities to effectively support teaching and learning.	24	33	56
Strategic Goal 2.2: Develop a culture of emergency preparedness.	8	9	23
Strategic Goal 2.3: Improve the College’s safety infrastructure.	11	17	30
Strategic Goal 2.4: Implement sustainable environmental practices.	7	12	14
Strategic Goal 2.5: Balance enrollment, human resources, finances, and physical infrastructure.	8	11	14
DISTINCT* TOTAL FOR SD 2	43	97	115

Table 2.1 continued on next page

Table 2.1 continued *Links Between Program Review Unit Goals and the EMP*

EMP Strategic Direction (SD) or Strategic Goal (SG)	Number of Program Reviews Linked to	Number of Unit Goals Linked to	Number of Objectives Linked to
Strategic Direction 3: Use technology to improve college processes.	15	37	110
Strategic Goal 3.1: Systematically identify and improve operations using appropriate technology.	30	60	92
Strategic Goal 3.2: Engage faculty in opportunities to identify and innovate with new instructional technologies that improve student learning.	19	34	59
Strategic Goal 3.3: Integrate systems and processes where appropriate and feasible.	18	42	107
DISTINCT* TOTAL FOR SD 3	44	124	225
Strategic Direction 4: Involve the College community in effective planning and governing.	11	29	48
Strategic Goal 4.1: Create a culture of College service, institutional engagement, and governance responsibility.	9	12	23
Strategic Goal 4.2: Improve communication and sharing of information.	18	27	39
Strategic Goal 4.3: Strengthen program evaluation.	24	18	41
DISTINCT* TOTAL FOR SD 4	28	64	88
DISTINCT* GRAND TOTAL	96	609	762

Note. * The “distinct” totals count each Program Review, Unit Goal, or Objective only once, even though each may be linked to more than one Strategic Direction or Strategic Goal

Table 2.2 *Summary of Program Review Goals and Status*

	Complete d	In Progress	Postpone d	No Longer a Priority	Other**	No Status*	Grand Totals
Strategic Direction 1: Foster student success through exceptional programs and services.	34	164	3	3	3	86	293
Strategic Goal 1.1: Support students as they transition to College.	43	100	2	3	1	48	197
Strategic Goal 1.2: Increase on-campus and community-based student engagement as a vehicle for purposeful learning.	19	75	1	3		20	118
Strategic Goal 1.3: Build or enhance programs that advance student equity, access, and success across all subgroups (e.g. age, ethnicity, socioeconomic status, gender, GPA).	36	112		5	1	44	198
Strategic Goal 1.4: Support student learning by making course expectations explicit and by providing strategies for meeting those expectations.	16	43		1		12	72
Strategic Goal 1.5: Implement effective practices to promote student learning, achievement, and goal attainment, including those designed to meet Student Success Act requirements.	27	117	1	6	4	35	190
Strategic Goal 1.6: Foster institutional improvement through professional development.	13	27		1		11	52
Strategic Direction 2: Provide facilities and institute practices that optimally serve College needs.	4	36	3			12	55
Strategic Goal 2.1: Modernize the College's facilities to effectively support teaching and learning.	13	37	1	1		4	56
Strategic Goal 2.2: Develop a culture of emergency preparedness.	5	15				3	23
Strategic Goal 2.3: Improve the College's safety infrastructure.	5	21				4	30

Table 2.2 continued on next page

Table 2.2 continued *Summary of Program Review Goals and Status*

	Complete d	In Progress	Postpone d	No Longer a Priority	Other**	No Status*	Grand Totals
Strategic Goal 2.4: Implement sustainable environmental practices.	1	10				3	14
Strategic Goal 2.5: Balance enrollment, human resources, finances, and physical infrastructure.	3	8	1	1		1	14
Strategic Direction 3: Use technology to improve college processes.	16	58		1	3	14	92
Strategic Goal 3.1: Systematically identify and improve operations using appropriate technology.	11	44	1	1		2	59
Strategic Goal 3.2: Engage faculty in opportunities to identify and innovate with new instructional technologies that improve student learning.	12	63	9		4	20	108
Strategic Goal 3.3: Integrate systems and processes where appropriate and feasible.	6	59	9		1	35	110
Strategic Direction 4: Involve the College community in effective planning and governing.	4	30	1			13	48
Strategic Goal 4.1: Create a culture of College service, institutional engagement, and governance responsibility.	2	14	1	1		5	23
Strategic Goal 4.2: Improve communication and sharing of information.	2	29				8	39
Strategic Goal 4.3: Strengthen program evaluation.	8	23	4			6	41
Not linked to a Strategic Direction or Goal	1	10				62	73
Grand Totals	281	1095	37	27	17	448	1905

Note: Counts contain duplication because each goal can have multiple objectives, and the status is attached to the objective.

* The program review template has since been updated so that users are required to include a Status on each objective.

** The status of these goals was indicated in free text in the Program Review template, and is not included here due to space considerations.

PART 3: INITIATIVES OUTSIDE PROGRAM REVIEW

This section contains descriptions of progress on Strategic Directions and Strategic Goals that are not reported through program review.

Strategic Direction 1: Foster student success through exceptional programs and services.

Strategic Goal 1.1: Support students as they transition to College.

Achievements in Academic Counseling

Through counseling faculty discussions about best practices in serving new-to-college students, a decision was made to move away from an asynchronous online advising program to a model that involves either in-person or web-based synchronous counseling and advising. A counselor workgroup is currently planning this shift, which will begin with Summer/Fall 2018 registration.

Degree Works, an electronic audit and educational planning tool, has been fully implemented. All Student Educational Plans (SEPs) are housed within Degree Works and are electronically available to students. Currently, individual students are introduced to the tool through the online advising program and also shown the tool and how to use it when they meet with their counselor. The next steps with Degree Works involve the development of workshops to teach students about the tool.

The Counseling Center is in the process of providing students a primary counselor and implementing online appointment scheduling. Student focus groups showed strong evidence that students prefer having an assigned counselor and that the procedures to schedule counseling appointments were not convenient. The Academic Counseling Center is in the process of fully implementing Starfish Connect software, which allows for students to be assigned a primary counselor and then allows students to schedule an appointment with their counselor through Starfish online. Full implementation of Starfish Connect will continue through Spring 2018, during which time other departments, such as EOPS and the Transfer Center, will also begin using the software. During Spring 2018, the plan is to conduct a college-wide media campaign to teach students about Starfish Connect.

Changes in Assessment and Placement

In the 2016-2017 academic year, the English Department, along with the Assessment Office and the Director of Assessment for English, conducted a pilot for placement into English 110, the transfer level of English, using the Multiple Measures Assessment Project's data and decision trees. The department made the decision to add two screening measures to this placement: eligibility for English 103, a reading course one level below transfer, and a writing sample score that represented writing commensurate with

a student who is approximately one level below transfer, which we labeled MMAP+. Through the pilot, approximately 100 students were placed directly into English 110 each semester, Fall 2016 and Spring 2017.

The English 110 faculty, along with the Office of Institutional Assessment, Research, and Planning, completed content validity assessment for all English 110 students to determine placement accuracy. In addition, we looked at completion rates and grades. This data indicated no significant differences between the students who were placed via the MMAP+ placement scheme and other students who either directly placed into English 110 or moved up through the sequence. As a result of this research, the English Department faculty voted to make the MMAP+ placement into transfer-level English a permanent part of SBCC assessment and placement processes and procedures.

The mathematics department likewise started the MMAP+ program as a pilot program during the 2016-2017 school year. Instead of a writing sample, the department uses our usual placement exam. The MMAPs data can advance a student only a single course beyond what their placement exam would otherwise indicate. However, after our most recent validation study in the Fall of 2017, and with the advent of AB705, the math department has voted to use a disjunctive model, where the student is placed into the higher of the two placement levels as indicated by the placement test and MMAP data. For students with no high school data available, we will allow self-reporting for the MMAP data. This new method should take effect for the Spring 2018 semester.

Strategic Goal 1.2: Increase on-campus and community-based student engagement as a vehicle for purposeful learning.

Faculty Mentor Project

Funded by the Title III Grant 25, faculty members from across campus disciplines each selected five at-risk students as mentees. The faculty members meet with each student a minimum of three times individually during a semester to support the students in academic goal setting and navigation of the campus culture. Key to the program is the emphasis on the social-emotional relationship that supports a feeling of belongingness in the academic and social culture of the college for the student mentee. The mentors meet as a Faculty Inquiry Group (FIG) three times per semester to discuss best practices in mentorship, challenges they face with student mentees, successful approaches to mentoring, and how to best harness campus and community resources to support mentees. The faculty mentors also participate in a minimum of two professional development trainings per semester designed to support the faculty member's role as a mentor.

Remodel of Math Lab

Funded by the Title III Grant, completion of the first phase of the Math Lab Remodel significantly increased the size of the math lab. As a result of the space expansion, we saw a dramatic increase in student traffic, especially in the algebra lab. The remodel has provided more usable space and a more welcoming layout. Our mobile rolling whiteboards are seeing heavy use from advanced students and

Gateway tutors, and our personal whiteboards are very popular with students working alone. The new front desk arrangement makes it easier to direct students to the appropriate rooms and tutors and helps to mitigate students' feelings of being overwhelmed and unsure of what to do.

Remodel of Library Classroom into a Laboratory Classroom

One of the greatest impediments to the practice of non-cognitive pedagogy in the classroom at SBCC is the traditionally designed classroom spaces that are filled with large and immobile student desks. To experiment with non-cognitive techniques, faculty need empty or flexible space for interactive student learning techniques and in-classroom collaboration. Through Title III Grant funds, we remodeled the library classroom and the adjacent student study room to create a large and flexible learning and collaboration space.

Associated Student Government

The Associated Student Government has held several faculty debates and presentations to engage students in current events on-campus and in the community. The ASG also screens documentary films to heighten awareness of social justice and political strife. During the fall 2016 election, the ASG increased voter registration on the campus through tabling, class visits, and widespread marketing.

Community Service

Many organizations such as Phi Theta Kappa, The Neighborhood Project, EOPS Club, Ambassadors and the Veteran Student Club take part in campus-wide and community service efforts such as stadium clean-ups, silent auctions, neighbor and beach clean-ups, and shelter and hospice visits.

Office of Student Life

Since 1991 the Office of Student Life has partnered with the SBCC Foundation to sponsor the Leonardo Dorantes Memorial Lecture in order to enhance the understanding of racial and ethnic differences as well as shared commonalities with the SBCC community. In 2016 our guest lecturer was political satirist, W. Kamau Bell. For 2017, the featured lecturer is journalist Noor Tagouri.

Strategic Goal 1.3: Build or enhance programs that advance student equity, access, and success across all subgroups (e.g. age, ethnicity, socioeconomic status, gender, GPA).

High School Equity and Leadership Conference

This conference recruited 500 local high school students and engaged them in workshops, activities and leadership development. The conference also addressed the SBCC Foundation Promise and informed students of the academic transfer process. Participants were exposed to higher education and career possibilities.

Personal and Educational Development Lecture Series

Provided staff, faculty and students learning, training, and personal development opportunities through workshops, presentations, and events at our college as we further develop an inclusive campus climate. Activities included: Putting Inequity to Rest (event that promotes unity and cultural diversity on our campus), “Working with Men of Color” workshop facilitated by Alan Michael Graves, J.D., M.A., “Undocumented Students Support” workshop facilitated by Iliana Perez (Ph.D. student), “What Does Equity Look Like” workshop facilitated by Dr. Tryone Howard, Poetry Slam featuring Luis Rodriguez (LA Poet Laureate), Formerly Incarcerated Women in Higher Education panel, Previously Incarcerated Men in Higher Education panel, Islamophobia Panel, Black Women in Higher Education panel, Equity Film Series (Thirteenth, Straight Outta Compton, Ovarian Psycos).

Community Cultural Wealth Workshop

Funded by the Title III Grant, Community Cultural Wealth and Funds of Knowledge scholars, Luis Giraldo, Juana Mora and Cecilia Rios Aguilar, piloted their summer workshop for SBCC faculty on May 24-26. Twenty SBCC faculty members participated in this three day workshop to support community college instructors to become more effective teachers through knowledge about community cultural wealth theory and classroom applications.

ESCALA Institute

Funded by the Title III Grant at the four-day ESCALA Education Summer Institute held August 7-10, 25 Santa Barbara City college faculty members, the majority from STEM fields, learned best practices for teaching LatinX students. The faculty participants were immersed in learning effective teaching practices by participating in real-time demonstrations of strategies that work for Hispanic Serving Institution (HSI) students. Activities were designed by and for STEM faculty. ESCALA provided an overview of the research regarding culturally responsive/validating teaching so that participants received a firm grounding in the how, what, and why of increasing LatinX student success.

Following the Institute and the return to campus, faculty formed groups that will be mentored throughout the semester in ESCALA practices by ESCALA coaches. The groups will be working together to design a project to investigate their own best teaching practices for a course they are currently teaching. Following the semester of research, faculty will present their findings at our Spring faculty Inservice and will also share the best practices through conference presentations.

Strategic Goal 1.4: Support student learning by making course expectations explicit and by providing strategies for meeting those expectations.

Discussion in the Student Learning Outcomes Coordinating Committee

The 2017-2018 academic year marks the end of our third SLO Cycle. The SLO coordinator has been in regular communication with department chairs and coordinators to complete necessary SLO work by the end of the cycle. This includes scoring and writing Course Improvement Plans (CIPs) for courses taught during the current cycle. According to our eLumen "Institutional Statistics" report we are 46% complete with SLO scoring (729 out of 1549 courses scored). Of these courses, 5% have a CIP (104 out of 1971

courses), which is typical for this point in the cycle because CIPs are usually written after completing SLO scoring.

Members of the SLO Coordinating Committee (SLOCC) are working with chairs/coordinators and faculty to update Course SLOs and Program SLOs as necessary. The SLO Coordinating Committee meets monthly to discuss and strategize the collection and use of campus SLO data. The SLOCC has created a document titled “[SBCC SLO Development Guidelines](#)” to assist with SLO writing.

Training for New Faculty and Department Chairs

New faculty and department chairs each receive training on student learning outcomes through the Teaching and Learning Seminar (April 7) and the Department Chair workshop (August 15). In addition, an open student learning outcomes workshop and drop-in session is provided for any faculty member during both the fall and spring in-service days.

Strategic Goal 1.5: Implement effective practices to promote student learning, achievement, and goal attainment, including those designed to meet Student Success Act requirements.

SSSP

The SSSP addresses the course services: Orientation, assessment, counseling and advisement. SSSP efforts focus on improving a seamless transition between local high school seniors with site visits, assessments and orientation. Out of district students are supported in similar fashion with by Vaquero Days. The Academic Counseling Department has transition into a case management model. With the use of Starfish, students are designated a primary counselor aligned to their educational goal. By mid Spring 2018, all counselors will be trained and a marketing campaign will insure students are aware how to access their counselor through the new software. For 2017, we will not submit a SSSP plan. Instead, we will be submitting an [Integrated Plan involving SSSP, Basic Skills and Equity](#). We currently have the following integrated goals:

1. Increase the percentage of entering students who successfully complete college level Math and English within the first year.
2. Create a strong campus climate that supports a sense of belonging for ALL students
3. Increase the percentage of students identifying a career path and developing a student education plan within their first year
4. Increase fall to spring and fall to fall persistence rates
Close achievement gaps in disproportionately impacted populations

The Express to Success Program

The Express to Success Program (ESP) offers accelerated learning communities in developmental math and English for students who assess at one to two levels below college level. The goal of the program is to get students through their developmental classes more quickly and better prepared so that they can begin taking the courses required for a degree or transfer. ESP has been extensively evaluated each semester, with results reported overall and by Latino, low-income and African-American cohorts. ESP

students complete two levels of math or English in one semester at a 35%-43% higher rate than non-ESP students who complete the two same levels in one year. For Latino and low-income students, the rate is 40%-50% higher; and for African- American students the rate is 38%-61% higher. Not only are ESP students completing their developmental math and English classes more quickly and more successfully, SBCC's Latino and low-income students have closed the achievement gap when compared to SBCC students overall. Finally, the program has maintained a 60%-70% enrollment for Latino students and a 70%-80% enrollment for low-income students as the program has grown from 10 to 23 learning communities and from 450 to more than 1100 students in 2016-17.

iPATH GE Transfer Pathway Program

The iPATH program funded by a Title V grant, provides a holistic, streamlined approach to help students reduce the time to complete their GE (IGETC) transfer requirement. Teaching and counseling faculty work collaboratively to reduce attrition and to increase student success. Program interventions include dedicated academic counselors, two in-class counselor visits, embedded course tutor, interactive, group based learning and faculty trained in non-cognitive pedagogical practices. Students were identified as intentional students, (students who were aware of the program and chose to enroll in iPATH designated courses) and unintentional students (students who were unaware of the program but happened to enroll in an iPATH designated class). Preliminary results are very promising. The average success rate for intentional iPath students is 83% compared to a campus average of 75% (Figure 4.1). A complete description of the iPath program and the related reports can be found [here](#).

Supplemental Instruction

Funded by the Title III Grant, a three-day workshop held August 14-16 Introduced 23 faculty members, the majority of whom teach gatekeeper STEM courses, to the Supplemental Instruction (SI) model, created at the University of Missouri-Kansas City. Their model is an academic assistance program that utilizes peer-assisted study sessions. SI sessions are regularly scheduled, informal review sessions in which students compare notes, discuss readings, develop organizational tools, and predict test items. Students learn how to integrate course content and study skills while working together. Throughout the coming year, faculty who attended the workshop will work to adjust this model to best serve our student population given the resources that will be available during the life of the Title III grant and after it has sunsetted.

Basic Skills Student Outcomes and Transformation Grant

The Basic Skills Transformation team has completed the following practices to promote student learning, achievement, and goal attainment:

English – Developing supplemental Studio course curriculum for students who need support in Eng. 110 and 111; conducted research on Studio theory/pedagogy; made site visits to three Studios; attended Studio workshop at national composition conference.

English Skills – worked with Institutional Research to identify needs of basic skills students in CTE programs; dialogued with faculty in CTE courses; revised CTE Vocational Nursing course;

completed site visits to colleges which offer linked CTE courses; dialogued with Adult High School GED and Non- Credit; completed course in Reading Apprenticeship.

ESL – developed/revised SLOs with non-credit ESL; worked with Administration to address barriers to access and success of credit and non-credit ESL students; worked with CTE Environmental Horticulture faculty to identify strategies for collaborative development of a non-credit CTE course,

Math – redesigned Math 41, created non-cognitive linked course to Math 41; created a one unit Statistics Prep course; examined all topics in Math 100 and Math 107 to reduce overlap; revised existing tutor training; visited colleges with alternate algebra pathways; developed flipped classroom course; extended tutorial availability.

Professional Development – provided faculty training of non-cognitive curriculum; created mentor program; facilitated participation in the Learning and the Brain conferences.

Strategic Goal 1.6: Foster institutional improvement through professional development.

A total of 119 employees participated in the professional growth program in 2016-17. This included 102 classified staff and 17 managers.

In addition to the professional growth program, the college offers workshops throughout the year on a range of topics. To determine the most-needed topics, the Professional Development Advisory Committee (PDAC) conducts an annual needs survey. In 2016-17, the three top-ranked areas in which employees requested additional training were technology, teaching and learning, and leadership. Training sessions on these topics were offered at the subsequent All Campus Kickoff, and additional workshops are offered throughout the year. Workshop content is directly relevant to improvements that will benefit the institution. For example, to support the college's transition from Moodle to Canvas (the learning platform for online instruction), 65 Canvas training sessions were offered in 2016-17. Workshops on team building and communication skills were also offered. [The Professional Development Annual Plan](#) includes a full description and analysis of the range of activities provided.

Affective Learning Institute

Affective pedagogy, also known as non-cognitive pedagogy, or Social-Emotional Learning (SEL), emphasizes the foundational skills students need in order to best absorb, integrate, and apply course content. During this three-day (9-3:30) intensive institute, funded by the Title III Grant and facilitated by ten members of the SBCC faculty, 21 SBCC faculty members and one representative from our high-school partnership learned to infuse new teaching strategies directly into curriculum. This experiential workshop explains major approaches to affective learning and presents evidence for how it works to support student success and persistence through the cultivation of a sense of academic and cultural belonging among students. Belonging is especially important at Hispanic Serving Institutions (HSI), as the research documents that one of the greatest inhibitors to success for Latino college students is the belief that one does not belong in higher education.

Strategic Direction 2: Provide facilities and institute practices that optimally serve College needs.

Strategic Goal 2.1: Modernize the College’s facilities to effectively support teaching and learning.

The College has either completed or is in the process of completing the projects funded from the 2008 Measure V Bond. The West Campus Center, the largest project funded by the Measure V Bond, was the construction focus of 2016-17. The West Campus Center will open in January of 2018. The list of facilities projects that have been or are in the process of being completed since 2008 are described in the [Measure V Annual Reports](#). All Measure V funds will have been spent with the completion of the West Campus Center.

The modernization of the Campus Store was completed in January 2017. The modernization included but was not limited to installing a new coffee venue, an exterior deck, improving the overall interior layout to facilitate customer traffic, and installing energy efficient lighting.

Concurrently, the College initiated an update of the long-range Facilities Master Plan that is scheduled to be completed in 2018.

With the deferred maintenance funding provided, we also completed a number of smaller scale facilities projects.

Strategic Goal 2.2: Develop a culture of emergency preparedness.

The College has developed and implemented its emergency preparedness plan. Components of the Emergency Preparedness Plan that were implemented last year include:

- Training provided to district employees: Disaster Survival Skills, Safety Marshal Campus Evacuation Protocol, CPR/AED, CERT, Earthquake preparedness, and several campus-wide presentations about how to respond to active shooter situations.
- Communicated process of chain of command in the event of an emergency to Safety Marshals
- Completed the Emergency Notification System: Practice, Enhancement of infrastructure, selected a new comprehensive ENS system (ReGroup).
- Revamped and streamlined the Emergency Operations Plan document to provide a user friendly emergency guide and plan for the campus.
- Conducted Emergency Operations Support Staff training with FEMA, County Office of Emergency Services, and Conferences on Risk Assessment.

Strategic Goal 2.3: Improve the College's safety infrastructure.

Facilities and Operations staff have been provided with training on strategies they can use to improve campus safety, including but not limited to asbestos training, proper lifting techniques, forklift training, and dealing with blood borne pathogens.

The ADA pathway into the second floor of the Humanities building has been improved to meet current standards.

The pathways around campus are regularly monitored, and uneven concrete slabs that pose a tripping hazard have been fixed to be even.

The full-time staff in Campus Security completed training on how to initiate and investigate minor crimes and received training on laws pertaining to making arrests.

We continue to improve our access control (i.e., locks) to include buildings/areas that were not completed in 2015-16.

The campus exterior lighting has been improved and repaired as needed. This project included all of the West campus walkways, lighting around the library, the stairways between parking lot 1A and Cliff Drive, and the walkway from parking lot 1B to Pershing Park.

The crime statistics for 2014 through 2016 are available on the campus security website along with the Clery Annual Security Report [here](#).

Strategic Goal 2.4: Implement sustainable environmental practices.

The College developed, updated and implemented its [District Sustainability Plan](#). This comprehensive plan includes meeting aggressive objectives in such areas as water conservation and reduction of use, decreasing the use of fossil fuels, improving storm watersheds, and promoting alternative transportation. The College was recognized by the City of Santa Barbara as a "Water Hero" for its reduction in the use of water. The College also received a sustainability award for the energy and water conservation improvements that were incorporated into the remodel of the Humanities building.

Strategic Goal 2.5: Balance enrollment, human resources, finances, and physical infrastructure.

The process of developing the College's budget focuses on balancing enrollment, human resources, finances, and physical infrastructure. In an effort to be aware of potential challenges and opportunities, a major emphasis has been placed on developing five-year fiscal projections. To create the projections, enrollment, human resources, revenues, and expenditures were researched and analyzed. The five-year fiscal projections indicated that if no changes occurred, the college would be deficit spending through

2021-22.

In order to address the projected deficits, the college has been actively engaged in campus-wide dialogue to develop a multi-level approach to bring the budget in balance.

Establishing targets for college size and increasing class efficiency are critical components of the plans to achieve a balanced budget by 2019-20. Through work with the college's governance groups, an Abbreviated Strategic Enrollment Management Plan (ASEMP) is under development. This document outlines goals for both college size and efficiency, which will be assessed each year. Because these targets are being approved in Fall 2017, 2017-2018 will provide baseline data for assessing progress. The 2018 EMP Annual Progress Report will include a detailed analysis of progress in achieving the ASEMP targets as they relate to this strategic goal.

As 88% of the college's budget is devoted to salary and benefits, large-scale changes in the budget are closely tied to staffing levels. A reduction in staff will result in significant budget savings. To address this workload reduction in a fair and equitable manner, the Workforce Reduction through Attrition Plan (WRAP) was established and is administered by a sub-committee of CPC.

Current five-year projections show a balanced budget in 2019-20.

Efforts were also started to create a new planning process for funding physical infrastructure needs.

Strategic Direction 3: Use technology to improve college processes.

Strategic Goal 3.1: Systematically identify and improve operations using appropriate technology.

Reduce paper forms and repetitive data entry:

We continue to implement and support Document Management (ImageNow and WebNow owned by Hyland) in Admissions and Records, Human Resources, International Students, Financial Aid, Student Services, EOPS and DSPS. We are currently building online forms and workflow for Admissions and Records.

Expand usage of Tableau that includes training for independent use and increase report options for self-service:

Institutional Assessment, Research, and Planning has added additional Tableau users, carried out in person training, as well as group training sessions, and continued to developed data dashboards to meet the growing demand for data-informed decisions. During group trainings and interdepartmental meetings, we check and add new users as needed. We have hosted group training sessions for new faculty, the Affective Learning Institute faculty inquiry group, new department chairs, the SSSP committee, and an open session during Spring 2017 inservice. To meet more unique individual demands, we have carried out several in person training sessions as well.

Continue training on the use of Google G Suite:

Google Apps training continues to be provided to all new faculty during the New Faculty Orientation. The Faculty Resource Center provided ongoing Google Apps workshops throughout the year. Several staff have taken the 3.0 unit Google World course offered at SBCC. We are considering providing training for all new employees and offering more workshops during the Fall and Spring in-service sessions.

Increased use of VDI to support labs, classrooms, and faculty/staff desktops:

The Information Technology (IT) Leadership Team will generate a five-year vision proposal by March of 2018. The proposal will include steps to be taken to scale our virtual desktop infrastructure to meet existing and foreseeable needs; to expand access to college resources for students utilizing personal mobile computing devices; and identify options for providing students with mobile computing devices, as needed. Additionally, IT will continue to work with departments to scope, identify funding options, and provision online virtual labs for students, staff and faculty to access instructional resources from personal computing devices.

Continually upgrade Wifi equipment to support mobile computing:

This year we've completed adding wireless to all classrooms and most of the labs. We plan to finish the

few remaining labs and deploy more access points to areas with high volume.

Continue to support Starfish (early alert and scheduling):

In accordance with the chancellor's office initiatives, we continue to implement Starfish, a student success and retention tool that helps our institution develop deeper insights and act more quickly to impact student success and improve student outcomes. The Starfish platform is a campus-wide initiative and we are currently using the Early Alert system with progress surveys and Counseling appointment tracking. We are expanding its usefulness into specialty programs and Advisor usage, hoping to get complete usage on campus by the end of the year.

Provide leadership and technical support for campus wide initiatives (e.g. Starfish, Banner XE, Room Scheduling, Emergency Messaging, Website Redesign):

Several of these projects are complete. New initiatives have emerged and will be noted in the revised District Technology Committee Plan. The Banner 9 upgrade is in progress and we hope to be live on the administration pages in March 2018. The SBCC Website redesign is also in progress with the design phase slated to be completed in February 2018.

Review and implement a log analyzer and remediation application:

The college has begun the implementation of the Splunk log analysis package that was made available through the Chancellor's Office.

Install a patch management solution:

Network services continues to look for a solution to address all of the patching needs of our software. Some of these requirements are being addressed via the system center and some by leveraging VDI app delivery. Investigation of additional low cost solutions is ongoing.

Enhance security practices across all areas of our technological environment:

During this reporting period, a new IT position was created with a security focus. This position was filled and has been instrumental in installing the security applications provided by Chancellor's Office funding.

Ensure the provision of universal access to technology across the campus environment by ensuring that assistive technology hardware and software for individuals with disabilities is integrated in the planning process:

The Technology Access Group (TAG) continues to work together to create a universally designed campus to ensure students have access to assistive technology on the main campus as well as Schott, Wake and Cosmetology centers.

Continue working with the Chancellor's Office to establish guidelines which will enable campus technology procurement and renewal to meet state and federal compliance with ADA and Section 508:

Laurie Vasquez and Paul Bishop continue to serve on the Chancellor's Office TTAC advisory

committee. Paul Bishop represents CISO's, Laurie Vasquez represents ASCCC.

Strategic Goal 3.2: Engage faculty in opportunities to identify and innovate with new instructional technologies that improve student learning.

ITC, COI and FRC will take a leadership role in communicating examples of innovative use of technologies to improve student learning:

The FRC continues to add innovative uses of technology on its website. See links to Faculty Showcase, SBCC Faculty Teaching tips, and our SBCC Teaching & Learning Tips Database archive. The Committee on Online Education (COI) regularly presents best practices and tips from faculty teaching in the online setting. Some of the topics included NetTutor, Data Analytics, Starfish in Canvas, Canvas Gradebook, VeriCite, Canvas Communities, Paper Scorer, and Atomic Jolt.

Through email, ITC and COI, distribute and discuss research findings that focus on student learning as it relates to instructional technologies:

In ITC, Laurie Vasquez has shared the latest research and new annual report on technologies impacting education and students with disabilities ([report](#)). The Dean for Distance Education regularly distributes newsworthy stories and research to all faculty teaching online classes.

Hold workshops, symposia, campus in-service training, and retreats that focus on instructional technologies:

Kenley Neufeld and Jennifer Bernstein facilitated the UNconference for Online Teaching in Feb. 2017 where faculty and staff gathered from around the region for workshops and presentations. The FRC has offered many workshops, in-service training, and intersession training events on online teaching and using technology in the classroom. A workshop entitled *Overview of Apps: Improving Accessibility, Equity and Student Success* is being planned for December 2017 to train faculty on peer evaluation of online courses. Laurie Vasquez and Paul Bishop are presenting.

Provide support for faculty to attend conferences such as Online Teaching Conference and EDUCAUSE Learning Initiative:

The FRC staff each attended one of the following conferences last year: Online Teaching Conference - Karen Shannon; InstructureCon 2017 - Rob Brown; David Wong - Focus on e-Learning. Laurie Vasquez attended and presented at the Online Teaching Conference Summer 2017. Several other SBCC faculty attended the Online Teaching Conference in June 2017 and a notification was distributed encouraging attendance at the conference in June 2018. Financial support is provided through travel funds managed by the area deans.

The Faculty Resource Center will develop an online orientation that will help faculty become engaged and aware of technology options at SBCC:

This project has not been started but is scheduled to be completed by the end of the 2017-18 academic year. David Wong will work with staff and faculty to develop an orientation that provides a suggested

technology toolset for on-campus uses of technology as well as online technologies that we support on campus.

Provide opportunities for faculty training in creating accessible instructional materials:

Title: Creating an Accessible PDF, Google Doc, and Canvas Web Page

Dates offered September 7 and 8, 2017

Time: 2 hours

Presenters: FRC staff

Description: Learn easy techniques for making a PDF document, Google Doc, and Canvas web page accessible. Please make sure you have access to a PDF, Google doc, and or Canvas web page in Canvas when you come to the workshop.

OEI/@ONE also provided OEI Align to Design Rubric training to faculty and FRC staff in May 2017. This training included the creation of accessible content.

The FRC is also investigating a new application titled "Udo-IT" that can be used in conjunction with Canvas. It reviews Canvas internal pages and provides a list of pages that do not meet 508 compliance. The faculty members can select the links to those pages that need updating and can make edits/changes accordingly.

Strategic Goal 3.3: Integrate systems and processes where appropriate and feasible.

Continue to assess Identity Management Systems to automate account provisioning and deprovisioning. Implement tools to assist in this area:

IT has continued to review potential IMS packages that are affordable and will integrate with our campus technology infrastructure. Once we select a package, we will include a request for it in program review.

Assess password management and reset applications to assist with a secure user account environment that is easy to use:

We have selected and are in the process of implementing portal guard. This will provide new password management including two-factor authentications. The current plans are to implement this in June 2018?.

Install a Room Management System to integrate with our Student System, CLL Scheduling, and Community Services:

The room scheduling package, 25 Live, was installed and rolled out during this reporting period and several workshops have been offered to staff and faculty.

Provide technical support for data imports, exports and single sign-on, with third party vendors (e.g.

SARS, PyraMED, Maxient, Starfish, Degree Works, Curricunet Meta):

This is a critical ongoing effort for our Information System Specialists. This last year we worked on integration with Elumens, Starfish, 25Live Room Scheduling and others.

On average, the Faculty Resource Center (FRC) provided more individual training/work with faculty than small-group training last year compared to the prior year. A comparison of the number of duplicated faculty training contacts in 2015-16 vs. the prior year are available at the following website (insert web site). The FRC collects data on the effectiveness of the training it provides and uses this information to inform modifications in its training activities.

Strategic Direction 4: Involve the College community in effective planning and governing.

Strategic Goal 4.1: Create a culture of College service, institutional engagement, and governance responsibility.

Academic Senate

The Academic Senate has instituted several practices in order to document and encourage faculty involvement in college service. In 2016, the Senate developed one consolidated document which lists all faculty involvement on college committees. Each year, senators are responsible for following up with faculty in their divisions to ensure that all major committees have appropriate divisional representation and to ensure that all full-time faculty are involved in college service. The most up-to-date version of the [*Academic Senate Leadership, Constituencies, and Full-Time Faculty Service*](#) document is publicly posted on the [Academic Senate website](#) so that all members of the college community have access to it. In addition to direct Senate-related service, it also includes information regarding Educational Programs and college-wide committees, including their memberships and meeting times.

California School Employee Association

CSEA, the California School Employee Association, and its CCG, Classified Consultation Group, provide classified staff the opportunity to participate in college service and governance. Classified staff from all areas of the college volunteer to serve on the CCG and become involved in college issues. The CCG meets bi-weekly, giving the staff a chance to discuss college issues. Many of the staff also serve on college-wide committees, like the College Planning Council, the District Technology Committee, and the EEO Advisory Committee. Classified staff have also recently become involved with the new college initiative, Guided Pathways.

Advancing Leadership Association

The Advancing Leadership Association (ALA) is a governance and consultative body that represents deans, managers, and supervisors as one group under the Advancing Leadership Agreement. The primary purpose of this association is to represent its members in participatory governance and negotiations with the District on matters relating to benefits, grievance process, contracts, and other related administrative procedures. This purpose has been achieved by inclusion of representatives on college committees and in the negotiation processes.

Strategic Goal 4.2: Improve communication and sharing of information.

The college website is scheduled for a major redesign expected to launch in Summer 2018, with a particular emphasis on improving access to information and access via mobile devices. A major goal of

the website redesign is to make it easier for students to navigate the enrollment process and access student support services. Our website analytics indicate that about 40% of the visits are from mobile devices.

Another source of information for college data is Tableau. The amount and variety of college data available through Tableau continues to increase, as does the usage by faculty and staff.

Strategic Goal 4.3: Strengthen program evaluation.

The Program Evaluation Committee submitted recommendations to CPC on changes that would enhance the effectiveness of the College's program review process. The recommended changes were approved by CPC and were implemented. These changes include:

- Add a field to list all contributors.
- Add information about which committee reviews each section.
- Clean up numbering.
- Define equity more inclusively.
- Provide early training for programs conducting program review in the following year. The committee also recommends that training be offered on how to work with Tableau data.

To address the recommendation on additional training, the PEC Co-Chair presented at the April 7, 2017 Department Chairs Meeting. In addition, Tableau training was provided as part of a program review training session for department chairs on August 15, 2017.

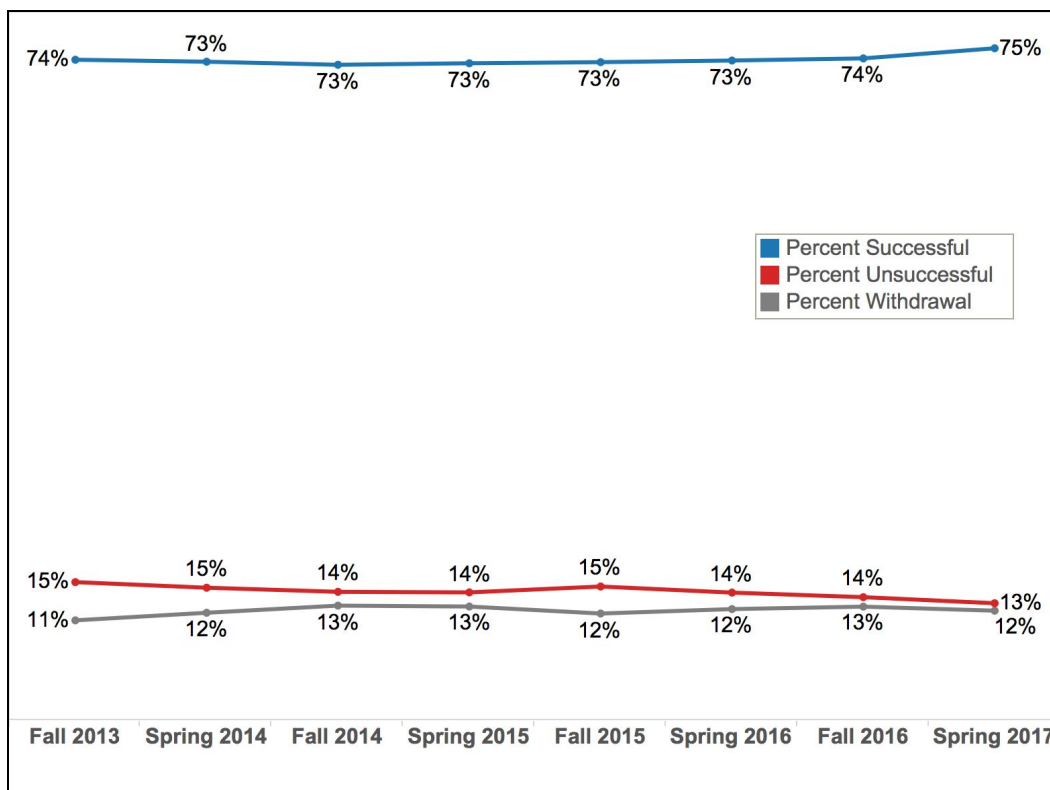
PART 4: QUANTITATIVE MEASURES

The Educational Master Plan includes a list of quantitative measures used to evaluate progress on each of the Strategic Goals. Most of those metrics deal with student academic outcomes, such as successful course completion rates and the number of degree and certificate awards. These measures are included in **Strategic Direction 1: Foster student success through exceptional programs and services.**

Metric #1: Successful course completion rates.

The college's successful course completion rates have remained stable for the last 4 years with only minor variation between terms (Figure 4.1).

Figure 4.1: Successful Course Completion Rates



Note. A successful grade is defined as C or higher, or Pass for Pass/No-Pass courses. The completion rates in this figure are for credit courses.

Course Success by Modality

The successful course completion rates in fully online and in hybrid classes continues to be lower than they are in face-to-face classes (Table 4.1, 4.2, and 4.3).

Table 4.1: *Success Rates for Face-to-Face Courses*

	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
Number of Records	48,159	46,765	46,159	43,728	43,384	39,985	38,883	36,150
Successful Grades	36,116	34,937	34,632	33,024	32,775	30,248	29,566	27,808
Percent Successful	75%	75%	75%	76%	76%	76%	76%	77%

Note. The counts in this table are for grades in credit courses.

Table 4.2: *Success Rates for Fully Online Courses*

	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
Number of Records	7,275	7,767	7,751	8,522	8,359	8,361	8,429	8,426
Successful Grades	4,706	5,162	4,861	5,335	5,254	5,299	5,367	5,584
Percent Successful	65%	66%	63%	63%	63%	63%	64%	66%

Note. The counts in this table are for grades in credit courses.

Table 4.3: *Success Rates for Hybrid Courses*

	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
Number of Records	1,264	910	1,787	1,586	1,646	1,519	1,415	1,560
Successful Grades	878	615	1,172	1,038	1,083	1,061	983	1,114
Percent Successful	69%	68%	66%	65%	66%	70%	69%	71%

Note. The counts in this table are for grades in credit courses.

Course Success by Ethnicity

There is evidence of a disproportionate impact in two of the six ethnicities during the 2016-17 academic year (Table 4.4). The disproportionate impact for American Indians and Alaskan Natives was reduced within the margin of error in Spring 2015 and has remained stable through Spring 2017. The disproportionate impact for Hispanics was stable and close to the margin of error between Fall 2013 and Fall 2016. In Spring 2017, the disproportionate impact for Hispanics increased to 5%. The largest disproportionate impact is for Black/African Americans. From Fall 2013 to Spring 2017, the impact has ranged from 18% to 11% with an average of 15% below the term mean. Spring 2017 recorded the lowest disproportionate impact at 11% for Black/African American students.

Table 4.4 *Ethnicity Category Success Rate Differences from Term Mean with Margin of Error*

	Fall 2013 % (ME)	Spring 2014 % (ME)	Fall 2014 % (ME)	Spring 2015 % (ME)	Fall 2015 % (ME)	Spring 2016 % (ME)	Fall 2016 % (ME)	Spring 2017 % (ME)	Mean Δ
2 or More Races/Other	1% (2%)	1% (2%)	3% (2%)	1% (2%)	1% (2%)	3% (2%)	1% (2%)	1% (2%)	1%
Am. Indian/ Alaskan Native	-7% (6%)	-6% (6%)	-8% (6%)	-3% (6%)	-2% (6%)	-4% (6%)	2% (7%)	2% (7%)	-3%
Asian/Filipino/ Pacific Isl.	12% (1%)	12% (1%)	13% (1%)	11% (1%)	12% (1%)	12% (1%)	9% (1%)	8% (1%)	11%
Black/African American	-13% (2%)	-14% (2%)	-17% (2%)	-16% (2%)	-17% (2%)	-18% (2%)	-16% (2%)	-11% (2%)	-15%
Hispanic	-2% (1%)	-3% (1%)	-1% (1%)	-2% (1%)	-2% (1%)	-1% (1%)	-3% (1%)	-5% (1%)	-2%
White	9% (1%)	9% (1%)	10% (1%)	9% (1%)	8% (1%)	9% (1%)	7% (1%)	5% (1%)	8%
<i>Term Mean</i>	<i>69%</i>	<i>69%</i>	<i>68%</i>	<i>69%</i>	<i>70%</i>	<i>69%</i>	<i>71%</i>	<i>74%</i>	

Note. ME = Margin of Error. The Term Mean is the unweighted mean within a term (e.g., Fall 2013). Mean Δ = the mean difference from the Term Mean for an ethnic group across all terms. The percentages reported in this table are the difference from the Term Mean. For example in Fall 2013 the success rate for “2 or More Races/Other” is 70%, the sum of the Fall 2013 Term mean, 69%, and the 1% difference from this mean for this group. The Margin of Error is based on the number of records in each group. When the difference from the Term Mean is outside of the margin of error, the difference is unlike to be due to chance variation.

Metric #2: Persistence

Persistence is defined as the percentage of degree or transfer-seeking first-time credit students enrolled in a given term who return and enroll in the following term. Second term persistence is, for example, students who started in fall 2011 who were also enrolled in spring 2012. Third-term persistence refers to students who enrolled in a given term and who were also enrolled in the next two consecutive terms: for example, students who started in fall 2011 who were also enrolled in spring 2012 and fall 2012. We typically disregard summer terms when measuring persistence.

The fall 2016-to-spring 2017 second-term college persistence rate remains stable at about 84% (Table 4.5). The fall 2016-to-fall 2017 three-term college persistence rate increased from the prior year and is at the highest level in the past six years at 64.2%.

Table 4.5 *Fall to Spring Second Term Persistence and Fall to Fall Third Term Persistence*

Period	Second Term Persistence	Period	Third Term Persistence
Fall 2011 to Spring 2012	86.2%	Fall 2011 to Fall 2012	61.9%
Fall 2012 to Spring 2013	83.6%	Fall 2012 to Fall 2013	60.8%
Fall 2013 to Spring 2014	84.6%	Fall 2013 to Fall 2014	59.8%
Fall 2014 to Spring 2015	84.5%	Fall 2014 to Fall 2015	60.9%
Fall 2015 to Spring 2016	83.7%	Fall 2015 to Fall 2016	60.4%
Fall 2016 to Spring 2017	84.8%	Fall 2016 to Fall 2017	64.2%

Note. Each fall cohort consists of first-time students at SBCC who are enrolled in at least one credit course, and who indicated on their application an educational goal of completing a degree and/or transferring to a four-year institution.

Metric #3: Degree and Certificate Awards

There has been a substantial increase in the number of associate degrees and certificates awarded in 2016-17 compared to prior years (Table 4.6). The introduction of the Associate Degrees for Transfer and changes in the criteria for earning a certificate may have contributed to these increases, similar to what has taken place at other California community colleges. Nevertheless, the increases in certificates and degrees in the past few years is very impressive.

Table 4.6 *Degree and Certificate Awards*

YEAR	Degrees			60+ Units	Certificates		Total
	A.S.	A.A.	Total		30 to <60 Units	18 to <30 Units	
2004-05	166	1,030	1,196		36	118	154
2005-06	178	1,082	1,260	39	113	96	248
2006-07	185	984	1,169		230	114	344
2007-08	220	1,127	1,347		227	106	333
2008-09	201	995	1,196		817	143	960
2009-10	242	967	1,209	37	837	105	979
2010-11	235	1,397	1,632	11	922	101	1,034
2011-12	230	1,519	1,749	37	855	129	1,021
2012-13	280	1,420	1,700	18	954	147	1,119
2013-14	286	1,477	1,763	5	1,150	130	1,285
2014-15	288	1,572	1,860	65	1,051	106	1,222
2015-16	304	1,554	1,858	46	1,453	141	1,640
2016-17	485	1,988	2,473	41	1,203	119	1,363

Metric #4: Transfers to 4-Year Institutions

Table 4.7 *Transfers to 4-Year Institutions*

Year	UC	CSU	In-State Private	Out-Of-State	Total
2004-05	474	423	125	154	1,176
2005-06	449	495	111	199	1,254
2006-07	435	442	125	196	1,198
2007-08	527	530	146	187	1,390
2008-09	586	442	185	231	1,444
2009-10	656	351	147	218	1,372
2010-11	566	499	134	222	1,421
2011-12	517	531	141	215	1,404
2012-13	518	461	122	234	1,335
2013-14	565	487	145	245	1,442
2014-15	561	537	143	243	1,484
2015-16	576	587	129	305	1,597

NOTES:

- UC transfer data is from the UCOP Infocenter at www.universityofcalifornia.edu/infocenter
- CSU transfer data is from CSU Analytic Studies at www.calstate.edu/as/ccct/index.shtml
- In-State Private and Out-Of-State data is from the Chancellor's Office Datamart at datamart.cccco.edu

There has been a steady increase in the number of the college's students who transferred to a four-year college or university. The majority of increases in transfers over the last two years was to the CSU system, and just in the last year there was a sizeable increase in transfers to out-of-state schools.