

This confirms that your 2015 Annual Report to ACCJC was submitted by Dr. Lori Gaskin <[lgaskin@sbcc.edu](mailto:lgaskin@sbcc.edu)> on 03/31/2015. Below is a copy of the information submitted. You may also re-print the report by logging on at

13.	Were all correspondence courses for which students enrolled in fall 2014 part of a program which leads to an associate degree?	n/a
-----	--	-----

Student Achievement Data

#	Question	Answer									
14a.	What is your Institution-set standard for successful student course completion?	74%									
14b.	Successful student course completion rate for the fall 2014 semester:	73%									
15.	<p>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.</p> <table border="1"> <tr> <td>a.</td> <td>If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?</td> <td>N/A</td> </tr> <tr> <td>b.</td> <td>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?</td> <td>1199</td> </tr> <tr> <td>c.</td> <td>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?</td> <td>1036</td> </tr> </table>		a.	If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?	N/A	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?	1199	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?	1036
a.	If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?	N/A									
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?	1199									
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?	1036									
16a.	Number of students (unduplicated) who received a certificate or degree in the 2013-2014 academic year:	2,026									
16b.	Number of students who received a degree in the 2013-2014 academic year:	1,395									
16c.	Number of students who received a certificate in the 2013-2014 academic year:	1,094									



Associate Degree Nursing Program	51.16	national	0 %	98 %
----------------------------------	-------	----------	-----	------

		years who started below transfer level in ESL and completed a college-level course in the same discipline.	
--	--	--	--

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 -

	implementation):	
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 instructional 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 general education (GE) program:	507
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	100%

Please discuss alignment of student learning outcomes at your institution, from institutional

36.

	<p>certain obstacles. Results are used during department discussions to inform Course Improvement Plans (CIPs) for each class. New CIPs are written at minimum every 3 years. Data and comments are collected in all classes from faculty regularly during that 3-year period, which 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 information. The college created an Institutional Effectiveness Committee to facilitate dialogue, collect and use data, and make recommendations for resource allocation. SBCC has also established the SLO Coordinating Committee and an attendant workgroup to oversee SLO informed budgeting and curriculum development. The EVP chairs this committee and is directly involved in planning, assessment, and resource allocation, insuring administrative 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, met to discuss standards and progression across their 5 levels because of the SLO process. Before their coming together to write CSLOs, ESL teachers taught their sections without formally discussing standards or expectations. In developing 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 were the same as those proposed two levels above their classes. The SLO dialog changed their curriculum, sequencing of instruction, and standards for each level. They also shared techniques, methodologies, and materials, which resulted in a much stronger program, more carefully scaffolded to help students achieve their goals. The continuous discussion of CIPs has led across all disciplines to ambitious restructuring of subject areas, integration of skills instruction across subjects, and demonstrates the desire of faculty to constantly improve instruction. The college has recently integrated Continuing Education into Educational Programs, which resulted in the development and aligning of robust CSLOs and PSLOs. The same constructive, program building results have been achieved by Non-Credit programs in ESL, Short Term Vocational and GED/HS.</p>

Substantive Change Items

NOTE: These questions are for monitoring purposes only and do not replace the ACCJC substantive change approval process. Please refer to the Substantive Change Manual regarding communication with the Commission.

#	Question	Answer
40.	Number of submitted substantive change requests:	2013-14: 0 2012-13: 0 2011-12: 0
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	No changes planned
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	N/A

Other Information



Answer

A