

This confirms that your 2016 Annual Report to ACCJC was submitted by Dr. Lori Gaskin <lgaskin@sbcc.edu> on 03/29/2016.

Below is a copy of the information submitted. You may also re-print the report by logging on at <https://www.accjc.org/annualreport>

		Fall 2013: 156
10.	Number of programs which may be completed via distance education:	29

11.

colleges/universities, what is it?

Code
4 digits
(##.##)

set
standard
(%)

	consecutive terms	
Completion of 30 Units	Percentage of degree, certificate and/or transfer-seeking students tracked for six years who achieved at least 30 units	70%
Career Technical Education	Percentage of students tracked for six years who completed more than eight units in courses classified as career technical education (or vocational) in a single discipline and completed a degree, certificate or transferred	55.4%

Remedial Math Percentage of credit students tracked for six years who started below transfer level in

Institutional Student Learning Outcomes defined:	
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Percentage of
college
instructional

33.

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.

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).

39.

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.

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 institutions 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.