



Midterm Report

Submitted by

Dr. Erika Endrijonas, Superintendent/President

On Behalf Of

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

to

Accrediting Commission for Community and Junior Colleges

September, 2025

Certification

To: Accrediting Commission for Community and Junior Colleges

From: Dr. Erika Endrijonas
Superintendent/President, Santa Barbara City College
721 Cliff Drive, Santa Barbara, California 93109

This Midterm Report is submitted to the ACCJC for the purposes of 1) highlighting recent improvements or innovations and 2) providing an update on institutional performance with regard to student outcomes since the last comprehensive peer review. The Midterm Report reflects the nature and substance of this institution, as well as its best efforts to align with ACCJC Standards and policies, and was developed with appropriate participation and review by the campus community.

Signatures:



Dr. Erika Endrijonas, Superintendent/President

09/19/2025



Jonathan Abboud, Board President

09/21/2025



Dr. Keller Magenau, Executive Director of Institutional Research

09/18/2025



Dr. María Villagómez, Vice President of Academic Affairs

09/17/2025



Paloma Arnold, Vice President of Student Affairs

09/17/2025



Dr. Joshua Ramirez, Academic Senate President

09/17/2025

Contents

<u>A. Reflections on Continuous Improvement Since Last Comprehensive Review</u>	<u>1</u>
<u>B. Reflections on Institution-Set Standards and Other Metrics of Student Achievement.</u>	<u>7</u>
<u>C. Reflections on Assessments of Student Learning</u>	<u>11</u>
<u>D. Looking Ahead to the Next Self-Evaluation and Comprehensive Review</u>	<u>14</u>
<u>E. Contributors</u>	<u>18</u>

A. Reflections on Continuous Improvement Since Last Comprehensive Review. Provide brief responses to the prompts below, referring to the Peer Review Team Report for the last comprehensive peer review. Suggested length for Section A is 3 pages. *

1. Briefly describe major improvements or innovations since the time of the last comprehensive peer review, focusing on areas where your institution is excelling or showing significant improvement with regard to equitable student outcomes, educational quality, and/or mission fulfillment.

Although no specific recommendations pertaining to Standards 1 and 3 for improvement in quality of instruction were offered in the previous ISER, the following innovations were introduced by Santa Barbara City College, contributing to advancements in equitable student outcomes and educational quality in fulfillment of its mission to provide a diverse learning environment and opportunities for students to enrich their lives, advance their careers, complete certificates, earn associate degrees, and transfer to four-year institutions.

Equitable Student Outcomes: The College recognizes, post-pandemic, students' evolving curricular, support, and scheduling needs. As an extension of COVID-era distance education professional development, all courses undergoing modification/update and new courses are required to submit plans and evidence of equitable instructional practices to our Curricunet system's new DEIAA Tab. The DEIAA Tab asks a number of questions requiring departments/instructors to articulate how their course content will incorporate cultural relevance into their course content and objectives (e.g., "what intrusive and proactive communication methods do instructors plan to employ to ensure students remain engaged and on track?"; "...how does the design of the course curriculum create a rich and relatable learning experience for all?"; articulate what intrusive communication methods will be employed to increase student engagement as a means of helping students succeed under varied methods of evaluation; how instructors will increase access to a course by incorporating low cost or zero cost textbooks and other instructional materials; and how accessibility standards will be met online. It is an institutional requirement that faculty articulate how their instructors will meet student equity needs in their instruction.

Major Improvements or Innovations

The following summarizes several innovations that expand students' access to quality educational programs, including:

- New academic pathways focusing on micro/nanotechnology
- A new, fully online Bachelor of Science degree in Health Information Management (HIM)
- A new, comprehensive recertification process for online instructors that will expand on the number of badged courses for the California Virtual College (CVC)

Santa Barbara City College has received National Science Foundation funding to begin a regional partnership project to develop educational opportunities and associated pathways in the micro/nanotechnology sector. In collaboration with regional high-tech industry partners and the California NanoSystems Institute at the University of California Santa Barbara, Santa Barbara City College seeks to develop training opportunities to address technician and operator hiring needs in the area. Existing training modules from National Science Foundation funded Advanced Technological Education Centers are being adapted and

incorporated into existing curriculum to meet local industry needs and provide training opportunities to Santa Barbara City College students.

Santa Barbara City College decided to pursue its first Bachelor of Science degree in Health Information Management (HIM) as a strategic response to both internal institutional goals and external workforce demands. The decision aligns with SBCC's mission to expand access to affordable, high-quality education and directly supports state and regional efforts to close equity and skills gaps in the healthcare industry. The HIM program builds on the college's long-established and successful online Associate of Science in Health Information Technology, providing a seamless 2+2 pathway for students, particularly underserved and place-bound learners, to earn a four-year degree. Labor market data showing significant shortages of qualified HIM professionals, combined with strong student interest and employer demand, underscored the urgency of this initiative. As the college prepares for its next comprehensive self-evaluation, the launch of this bachelor's degree represents a transformative opportunity that will influence planning, assessment, and institutional effectiveness in the coming years. The program has the potential to provide an up-and-coming cohort of working adults a fully online program that will move them towards degree attainment and position them within striking distance of 80+ administrative positions in the healthcare field.

Educational Quality: Since the last ISER, SBCC has become the recipient of a number of Title V federal and Chancellor's Office State grants intended to close equity gaps by encouraging more faculty to have their courses reviewed and badged through the Peer Online Course Review process. The College is now a Teaching College on the California Virtual College Online Education (CVC-OE) Initiative. We are aware that as a significant proportion of our courses are offered online, many of our disproportionately impacted students (e.g., Black-African American and Latine students) experience an inordinate digital penalty in moving from in-person to online instruction (Cruz, 2024; Kaup, 2015). In this changing learning environment, it is more important than ever that our courses meet DEIA standards while also incorporating culturally responsive teaching best practices that reconcile the CVC-OE Course Design Rubric with the Peralta Online Equity Rubric. This work has been in the care of a new Faculty Distance Education Coordinator as co-chair of the Teaching and Learning (Senate sub-) Committee who is working with faculty, the Faculty Resources Center, and the Instructional Dean of Online Education to build an Online Certification process required of all instructors for continuous improvement of their online teaching practices. The College's Faculty Partnership for Student Success committee continually evaluates the viability, sustainability and accessibility of learning support services like tutoring (i.e. NetTutor) to ensure that students in online classes are able to succeed.

Institutional Effectiveness, Improving Integrated Planning and Decision-Making: SBCC has made significant strides in enhancing participatory governance and integrated planning. With the aid of an Institutional Effectiveness Partnership Initiative (IEPI) Innovation and Effectiveness Plan grant, the college embarked on a comprehensive process to redesign its participatory governance (PG) structure to strengthen communication and transparency, inclusiveness, and alignment with institutional goals.

To gather broad input from the campus community, SBCC hosted a series of college-wide events, most recently "Collegiality in Action" in October 2024 and "Aligning OUR Purpose" in February 2025. Feedback from these events was crucial to our redesign efforts which are ongoing.

One significant advancement in the redesign process was the formation of a Quad-Chair model to spearhead the Institutional Effectiveness Committee (IEC), the body charged with implementing our Innovation and Effectiveness Plan.

The IEC now hosts five focused workgroups corresponding to and working on five areas of institutional improvement:

1. restructuring of the College Planning Council (CPC);
2. program review redesign;
3. integrated planning;
4. governance communication; and
5. participatory governance new member onboarding and committee leadership training.

These workgroups, all focused on redesign and ongoing evaluation of more effective governance structures, will remain in place through the final design of our new PG model.

As part of that effort, SBCC is fundamentally redesigning how it conceptualizes integrated planning and resource allocation. Critical to this effort was the establishment of a new process for evaluating programs, a program review structure that better reflects all areas of the college from operations, to instructional programs, student affairs, and administration. Under the guidance of IEC workgroup 2., program review redesign, this process is being developed through college-wide consultation and prioritizes cross-campus collaboration. The redesign will provide for full consideration of the needs of all areas/units of the college in equitable planning and allocation of resources, ultimately tied to the institution's student success goals.

In September 2024, the College Planning Council created a new Budget Committee which began meeting in November 2024. Defining the charge and instantiating a new Budget Committee has been another crucial step in improving institutional effectiveness. With the help of the IEPI grant, SBCC utilized inclusive dialogue to emphasize the importance of transparency and inclusion in budget development processes.

The new Budget Committee includes voting members from all constituency groups. In spring of 2025 the Budget Committee approved updated guidance to better align program review and resource allocation. The new process ensures that financial resources support and sustain the mission of the college and promote equitable student success. The work of the Budget Committee connects directly to the 2024 Standards. The Budget Committee had a successful first year and momentum will be sustained through ongoing collegial participation across constituency groups, open communication, and continued interdepartmental interaction.

Finally, In partnership with the Office of Academic Affairs, the Office of Institutional Research has developed a suite of interactive data visualizations to support data-informed strategic enrollment management planning and decision-making. The new tools offer planning insights for the executive cabinet and provide real-time information during schedule development and enrollment periods. Deans and department chairs have critical information to make timely decisions to strategically deploy resources in response to student needs. Over the course of the coming academic year the two offices will continue to roll out the tools through training and dialog about best practices in student-centered enrollment management.

2. Briefly describe actions taken in response to any recommendations for improving institutional effectiveness or feedback noted in the Peer Review Team Report for the last comprehensive peer review.

IN RESPONSE TO RECOMMENDATION 1 (Human Resources):

“In order to meet the standard, the team recommends the College follow its written policies and procedures on evaluation of all employees, systematically and at stated intervals, to assure the effectiveness of its human resources (III.A.5).”

The Human Resources department recognizes the expectation to complete evaluations of all employees in accordance with published evaluation procedures. To assist in hitting this mark, HR has implemented NeoEd Perform to more efficiently manage the process and move away from paper forms and spreadsheets. This new and enhanced paperless process is anticipated to significantly improve the tracking, managing and reporting of evaluations. Additionally, Human Resources is tasked with tracking and reporting on compliance with established completion deadlines for all evaluations. In the month following the deadline for employee evaluations, the Vice President of Human Resources will report to the Executive Committee on those evaluations that have not been completed, and managers will be prompted to complete any outstanding evaluations. Timely completion of these will be factored into evaluation of managers' performance. The use of the newly implemented technology will ensure that we are in compliance with the published evaluation procedures.

IN RESPONSE TO RECOMMENDATION 2 (Student Learning Outcomes):

“In order to increase effectiveness, the team recommends the College implement its plans to improve the tracking mechanism of outcomes assessment to clearly demonstrate that all course SLOs have been assessed in their defined cycle (I.B.2).”

Following the imperative from our previous accreditation cycle, SBCC has made a dramatic effort to increase instructor participation in collecting disaggregated student learning outcomes (SLOs) data for our individual courses. During this past SLO cycle more than 95% of the courses offered had data reported for at least one offering during the cycle. These data have been used by course coordinators to submit individual course improvement plans. We have vastly improved in SLO assessment from the previous cycle.

IN RESPONSE TO RECOMMENDATION 3 (Total Cost of Ownership):

“In order to increase effectiveness, the team recommends the College follow through with its plans in systematically projecting total cost of ownership of new or renovated facilities and equipment and incorporate these projections into their long-range plans (III.B.4).”

In December 2023 and calendar year 2024, the College initiated and completed a new Facilities Vision Plan (FVP). This plan was approved by the Board in March 2025. Appendix 2 of this plan is a comprehensive review and forward-looking estimation method for building total cost of ownership. The FVP is a long-range plan, linked to the Strategic Plan and Educational Vision Plan. Equipment total cost of ownership shall be reviewed and established in the 2025-26 academic year. Elements will include an inventory of all capital equipment (depreciable assets with an initial value of \$5,000 or more, as defined by the State Budget Accounting Manual), average lifespan of said equipment, average annual maintenance cost of said equipment, and other factors. This additional information shall be added to long-range

planning.

Additionally, in November 2024 County of Santa Barbara Measure P passed, authorizing the College to issue up to \$198 million in bonds. This critical additional source of funding will play an integral part in undertaking facilities capital improvements, renovations, and replacement(s). The first major project Measure P funding will be used for is the replacement of the Physical Education building. SBCC was awarded \$34 million in State project funding and has issued approximately \$80 million in 2025 Series A bonds. The PE Project budget is approximately \$104 million. Construction is scheduled for 30 months, with anticipated occupancy in spring 2028. We anticipate that classes and athletic team programs will resume in the new building in Fall 2028. The remaining funds will be utilized for additional TCO projects, such as paving repair, and other facilities upgrades.

3. How are the actions described above helping your institution deepen its practices for continuous improvement and transformation in relation to the 2024 Accreditation Standards?

SBCC's actions since the last ISER are aligned with 2024 Accreditation Standards, reflecting a sustained institutional commitment to continuous improvement in the areas of equitable student outcomes and educational quality.

The College proactively advanced its instructional practices to better meet students' evolving needs in a post-pandemic educational environment. A key innovation includes the integration of the DEIAA into the curriculum process. This systematized approach incorporates culturally responsive practices in all modes of instruction that fosters a sense of belonging and community with its students by providing multiple opportunities for engagement with the institution, programs, and peers.

The College is addressing long-standing challenges with employee evaluations by implementing NeoEd Perform, a digital platform designed to streamline the tracking, management, and reporting of evaluations. This will not only ensure compliance with published evaluation procedures but also fosters greater accountability and consistency in personnel development. This is a strategic step toward improving institutional effectiveness and enhancing workforce quality.

The College has taken significant steps to ensure the sustainability and strategic management of its physical resources. The completion and Board approval of the Facilities Vision Plan (FVP) sets a major milestone in long-range facilities planning. The FVP is intentionally tied to the College's Strategic Plan and Educational Vision Plan, ensuring that facilities development aligns with broader institutional goals. Comprehensive and forward-looking methods for assessing the total cost of ownership for buildings, including lifecycle cost projections and maintenance, will provide important data for long-term planning. SBCC is positioning itself to make informed, sustainable decisions about its infrastructure and resource allocation.

In April 2025, SBCC concluded a 4-year program review cycle. Programs submitted a final program improvement analysis identifying their progress towards goals related to student achievement, access, and success. These reports and the data collected will serve as a starting point for programs as we enter the next comprehensive program review cycle. The development of our new program review model through our Innovation and Effectiveness Plan,

will continue into the fall of 2025. The college will significantly improve our templates for programs to reflect and evaluate their effectiveness. This effort will center around designing inquiry to better address the distinct evaluation needs of instruction, student services, and operations.

Overall, the collaboration of students, faculty, staff, and administrators has been key in the aforementioned moves toward continuous institutional improvement, and now SBCC stands poised to better meet its mission to improve its outcomes for the community.

B. Reflections on Institution-Set Standards and Other Metrics of Student Achievement.

Provide a brief response to each question below, referring to Standards 1.3 and 2.9 for additional context. You may insert graphs, charts, or other similar visuals as needed to support your narrative. Suggested length for Section B (not counting any visuals) is 3 pages.

1. Review the most recent ACCJC Annual Report and other meaningful metrics of student achievement. Has the institution met its floor standards? Exceeded its stretch goals? Describe any patterns or trends you see in performance against your institution-set standards and other metrics of student achievement.

Upon reviewing the most recent ACCJC Annual Report, it is evident that our institution is substantially meeting its set standards, although there are some challenges that require attention.

Overall, the college consistently meets and frequently exceeds its established floor standards for student success metrics. These include ACCJC metrics and other key indicators that the college monitors.

- **Progress/Course Success Rates:** The institution has demonstrated strong course completion rates year over year.
- **Completion of Certificates and Degrees:** The institution has exceeded its floor goal in the number of certificates and degrees awarded, suggesting that students are successfully navigating their academic paths.
- **Transfer Rates:** We are meeting our transfer rate goals, indicating that students are prepared and motivated to continue their education at four-year institutions.
- **Licensure Exam Pass Rates:** Many programs, particularly in health-related fields, have achieved high pass rates on licensure exams, affirming the quality of our educational offerings.

The college regularly monitors these and other key student success indicators. Our most recent review demonstrates that in the aggregate, performance on our key indicators is strong.

Key Student Success Outcomes 2023-24			
Access	Progress	Success	Success
 High School Capture Rate Goal: 43% Actual: 45%	 Course Success Rate Goal: 73% Actual: 76% Transfer English Within One Year Goal: 52% Actual: 53%	 Transfer Math Within One Year Goal: 33% Actual: 37% Fall to Fall Persistence Goal: 65% Actual: 69%	 Number of Certificates Goal: 1,236 Actual: 1,502 Associates Degrees Within Three Years Goal: 19% Actual: 23% Transfer Rate Goal: 52% Actual: 63%
			 Licensure Exam Pass Rates Goal: 88% Actual: 89%
			 Job Placement Rates Goal: 74% Actual: 78%

fig. Results of 2023-24 Student Success Indicators

Despite these positive metrics, certain trends warrant attention:

Job placement rates in select CTE programs have not met floor goals. In our most recent Annual Report approximately 40% of reporting programs fell short of meeting the floor goal for their program. This is an area of concern because it directly impacts the perceived efficacy of these programs in preparing students for the workforce.

Conversely, some health-related programs, such as those in Radiologic Technology and Registered Nursing, have achieved 100% job placement rates. Additionally, several other programs have exceeded their ambitious job placement goals, demonstrating that while some areas face challenges, others excel and serve as effective models.

2. When you disaggregate the data for the institution-set standards and other meaningful metrics of student achievement, what do you see related to equitable student achievement outcomes (i.e., equity gaps)? What patterns or trends excite you? What patterns or trends concern you?

While the institution generally meets its student success indicators and remains committed to continuous improvement, the data indicate that the college has persistent equity gaps across the student journey from academic progress through completion and transfer. Gaps persist for several ethnic groups, including American Indian/Alaska Native, Black/African American, Latine, and Pacific Islander students.

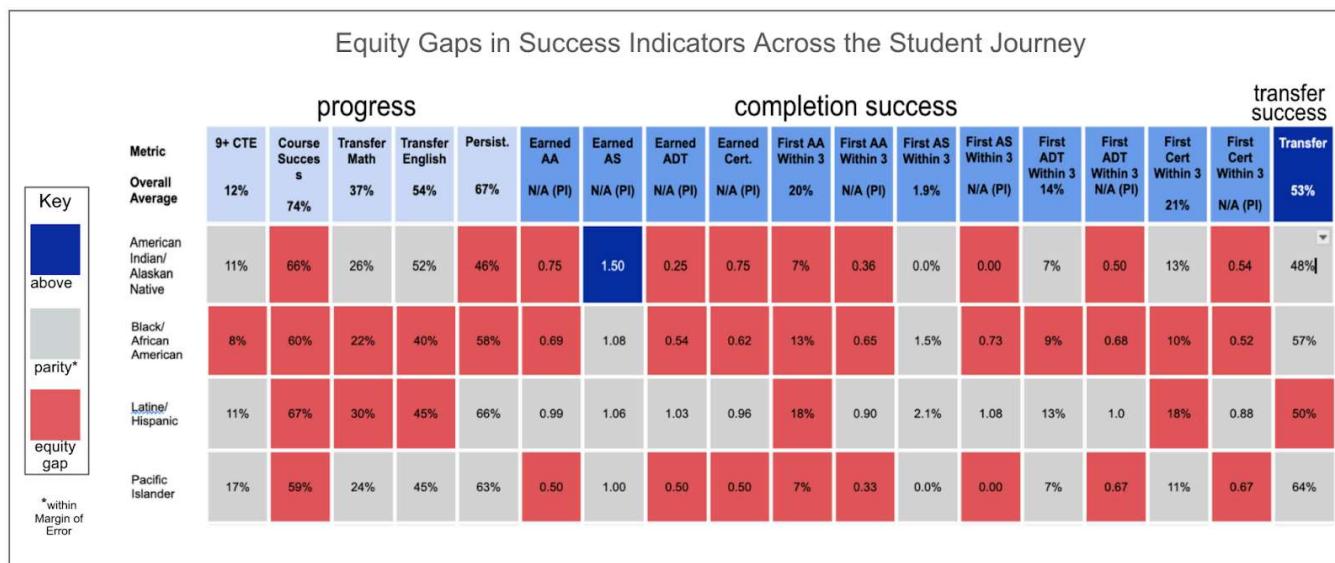


fig. This review of a five-year average for outcomes indicates equity gaps across the student journey, indicated in red.

Our male identified students do not fare as well as our female identified students, and while the data collection for our genderqueer students remains inadequate, there is some indication that these students experience equity gaps across the student journey as well. First Generation students also experience equity gaps across their educational journey.

We observe gaps in course success rates by modality, with hybrid and online courses lagging behind face to face courses by 7-11%. When we further examine course success by modality and student ethnicity, we observe equity gaps that disproportionately impact our Black/African

American, Hispanic and Pacific Islander students. These findings highlight a need for improvement in the online teaching and learning environment.

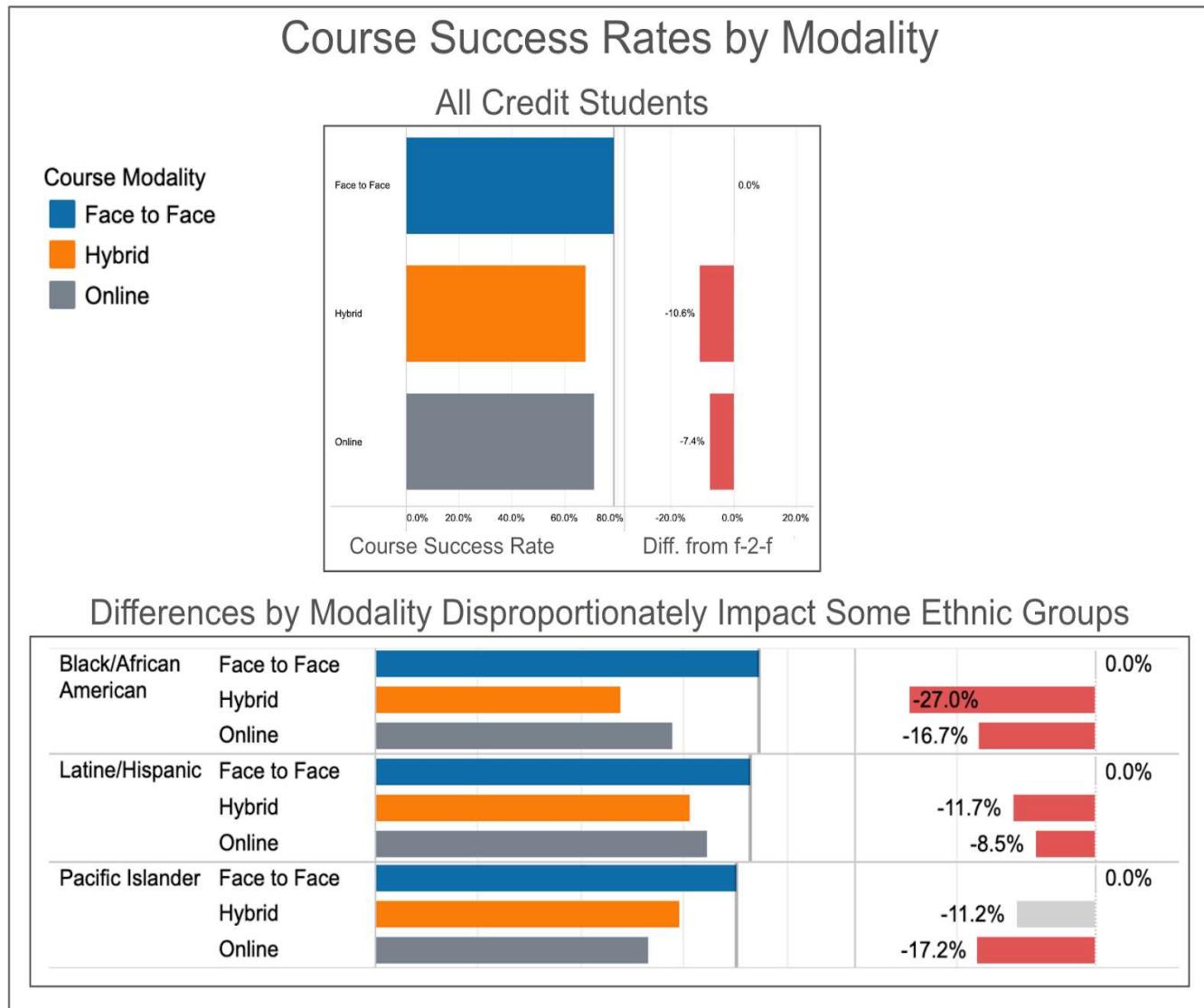


fig. Indicates that course success rates differ by modality and disproportionately impact certain groups.

These disaggregated data are a cause for concern. That being so, in the past two years the college has invested heavily in improving access to disaggregated data and developing capacity across the institution for understanding and using disaggregated data to identify barriers to success. The Office of Institutional Research and Planning is active in developing new data dashboards, presenting to stakeholders, facilitating dialog, and offering data coaching across the college. We are excited about the growing interest in utilizing these data for dialog and action planning to improve successful outcomes for all students.

3. What actions has your institution taken/is your institution taking in response to the patterns and trends discussed above? How will you monitor the results of these actions in order to inform future improvements and innovations in support of equitable student achievement?

Job Placement Rates:

While a few Career Technical Educational (CTE) programs have recently fallen short of their floor goals, the programs are redesigning their curriculum to include stackable certificates. This flexibility allows students, while not completing the entire program, to acquire skills and knowledge awarded in a certificate, which helps them place into a job without a degree. Additionally, this approach allows CTE students, who often work full-time, to complete coursework in batches, with each batch earning you a certificate. Multiple certificates can be combined to award a degree. In addition, multiple CTE departments this year introduced new low-unit certificates in the areas of Media Arts, Physical Health Education, and Culinary Arts. These CTE programs are, therefore, responding to industry trends and the needs of our students for greater flexibility and access.

Equity Gaps:

Our institution has undertaken a series of proactive actions aimed at creating a more equitable educational environment. Our recently completed Educational Vision Plan (EVP) positions equity as a central objective. As we undertake to implement the plan, we are redesigning our participatory governance and integrated planning structures to foster collaboration among all college stakeholders. Reinvigorating cross-constituent collaboration is essential at this critical juncture.

One initiative that is moving us in the direction of greater parity is in our curriculum design. All courses must now address Diversity, Equity, Inclusion, Accessibility, and Anti-Racism (DEIAA) approaches and strategies into the Course Outline of Record (COR). We were one of the first colleges to make this a requirement, a full year before it was mandated in Title 5. Rather than asking instructors to treat DEIAA as a separate component of the COR, our faculty are asked how DEIAA is embedded in all elements of a COR. From SLOs, to course content, all elements of the COR must include a DEIAA lens. We have captured these approaches in the official COR, and have begun to note what DEIAA looks like in disciplines, allowing us to offer professional development that keeps in mind this diversity of practices. Likewise, including DEIAA into the COR has allowed departments an opportunity to look at their course metric side by side with their course design. This has been eye-opening and has sparked changes in pedagogical approaches. While we have not yet closed the equity gap, we are moving in a positive direction.

Moreover, the Curriculum Advisory Committee has institutionalized practices initiated during the pandemic, requiring that all academic departments detail how their online, hybrid, and HyFLEX courses will deliver equitable instruction for all students. This requirement exemplifies our commitment to ensuring that online education meets the diverse needs of our student population.

Recognizing the challenges posed by the digital divide, particularly for our Black/African American and Latino students, we aim to improve online education standards while developing a student-centered schedule to enhance in-person learning opportunities. The financial barriers exacerbated by rising living costs in Santa Barbara County have narrowed the options available to students, making high-quality online education crucial. To support this transition, we are implementing a comprehensive onboarding process for both new and returning students engaged in online learning.

In support of these efforts, the college participated in the inaugural Institute on Digital Equity through the American Association of Colleges & Universities. Our participation led to the establishment of a Digital Equity Workgroup that reports to the District Technology Committee. This workgroup has developed a comprehensive strategy to address digital equity gaps among our students, focusing on three primary actions: educating students about essential digital tools that support their educational objectives, assisting faculty in integrating instruction on these critical tools, and optimizing the configuration and distribution of hardware to better meet student needs.

The engagement and commitment from faculty and staff across the college is evident. Many individuals and groups have actively participated in professional development aimed at building capacity to address equity gaps. This includes a focus on culturally responsive pedagogy that emphasizes social learning and integrates student voices into the curriculum. To make further inroads in closing gaps in online course success, our faculty distance education coordinator will spearhead the implementation of a new online instructor certification process. Two years in the making, the Teaching and Learning Committee presented a draft of our campus's new recertification process for online teaching to the Academic Senate, who approved it. As part of continuous improvement for online instruction, SBCC is joining other community colleges that offer a comprehensive online recertification process to assure continuous improvement through professional development in how we educate our online students and address equity gaps for our Black and Brown learners. The current draft of the recertification process offers faculty several options for recertifying for online teaching including:

- 1) Moving more faculty towards having their courses badged through the POCR (peer online course review) process. This is a priority for our recruitment and retention efforts online as badged courses have more prominent visibility on the CVC-OEI.
- 2) Participation in an interactive, facilitated course focused on online best practices.
- 3) Participation in any number of in-house training, and training that incorporate best practices from @One, hosted locally through the SBCC Faculty Resource Center.
- 4) Participation in a peer-to-peer pathway to recertification where faculty can work one-on-one with other experienced online faculty to improve their online teaching.

Additionally, our Office of Research and Planning is continually expanding professional development offerings focused on developing data capacity to advance equity-driven change, and creating equity-centered institutional policies and practices.

Finally, we are emphasizing the importance of monitoring our efforts through the communication of current student success data across the campus. There is a focused commitment to improving outcomes, specifically regarding completion rates among Black/African American and Hispanic students. Integrating student success metrics into our program review and budget allocation processes ensures that institutional resources are aligned with enhancing equitable student achievement.

As we move forward, the outcomes of these initiatives will be closely monitored and evaluated through consistent data analysis and stakeholder feedback. This iterative process will allow us to make informed adjustments to our strategies and foster a culture of continuous improvement and innovation in support of equitable student achievement. We are excited about the collaborative efforts taking shape across our institution, as they promise to uplift and strengthen our commitment to equity.

C. Reflections on Assessments of Student Learning

Provide a brief response to each question below, referring to Standards 1.3, 2.1, 2.2, and 2.9 for additional context. You may insert graphs, charts, or other similar visuals as needed to support your narrative. Suggested length for Section C (not counting any visuals) is 3 pages.

1. **Review the results of learning outcomes assessment. Describe any patterns or trends related to attainment of learning outcomes observable in these data that may be relevant as you implement improvements and innovations in the design and delivery of academic programs?**

Following the imperative from our previous accreditation cycle, SBCC has made a dramatic effort to increase instructor participation in collecting disaggregated student learning outcomes (SLOs) data for our individual courses. During this past SLO cycle more than 95% of the courses offered had data reported for at least one offering during the cycle. These data have been used by course coordinators to submit individual course improvement plans. This represents a vast improvement over the sporadic participation in SLO assessment in the previous cycle.

The SBCC School of Extended Learning engages in the systematic review and assessment of noncredit courses that lead to certificates and diplomas. Two designated noncredit faculty have been trained and assigned to lead the ongoing noncredit SLO scoring and assessment process.

In 2020, a significant amount of work commenced to adapt the eLumen software system for noncredit course SLO scoring. Prior to 2018, a limited number of noncredit English as a Second Language courses had scored SLOs; however, when all noncredit course subject headings were modified, the internal mapping system was no longer functional and noncredit course SLOs could no longer be scored. The noncredit SLO coordinator who had significant noncredit curriculum institutional knowledge and database experience, spent one year re-mapping, refining, and testing the system before SLO scoring could resume in Fall Semester, 2021.

Within SBCC's noncredit program, a collaborative decision was made to prioritize SLO scoring for courses that lead to a certificate or diploma. Thanks to the coordinated efforts by the noncredit SLO coordinator who closely collaborated with noncredit faculty throughout the past three and a half years to conduct training and educate faculty about the importance of scoring and assessing SLOs, approximately 80% of the 250 unduplicated courses offered during that time period have been scored once or several times. This result is significant given the fact that the School of Extended Learning did not score SLOs prior to the summer of 2021. Now that SLO scoring has been widely implemented, noncredit faculty will move to the next phase in the coming cycle and shift their focus to analyzing the data and developing improvement plans in support of equitable student achievement.

In response to Santa Barbara City College's accreditation report and a restructure of SBCC's internal Program Review process, in the Fall 2021, Student Services implemented the use of Service Area Outcomes (SAOs) for Student Services/Student Affairs programs and

departments. SAOs are measurable statements that student service departments use to assess how well they are accomplishing their goals. Assessment is the process used to measure our SAOs. Please find the [complete SAO guide here](#) and the presentation for Student Services [here](#).

Additionally, in Summer 2023, we conducted a series of retreats and workshops for Student Services leadership to reinforce and retrain Student Services leadership on the importance of SAOs, data collection, and program evaluation. Example of the second workshop presentation can be found [here](#). We continue to revisit the importance of SAO and program review at Student Services Leadership meetings (most recently in April 2025).

Overall, the implementation of SAOs and the restructuring of the program review process, which was inclusive of and reflected the unique needs of Student Affairs, has resulted in an uptick in Student Affairs departments completing the program review process and actively reviewing and assessing their programmatic effectiveness, which is significant. It has led to the recognition of the importance (and difficulty) of data gathering for Student Affairs and has also emphasized the importance of developing and assessing disaggregated data, especially along historically marginalized and disproportionately impacted populations. We continue to recognize the need to streamline services and the enrollment process, minimize duplication, and shift the burden of accessing services away from the student and to the college.

In terms of accessibility, Santa Barbara City College has recently joined the Accessibility Capability Maturity Model (ACMM) initiative and participated in our first convening. This initiative will support the entire institution in becoming more proactively accessible to all students.

2. How (i.e., for what subpopulations, modalities, etc.) does your institution disaggregate its assessment results? When you review disaggregated assessment results, what patterns or trends do you see related to equitable attainment of student learning? What patterns or trends excite you? What patterns or trends concern you?

Our current SLO scoring system for disaggregated assessment does not take into account any additional student demographic data. At this time this information is only available at the level of holistic data as outlined in category B-2. However, we have initiated a transition to a new platform that should allow us to align our course-level SLO scores in such a way that we can look at trends in individual classes and programs with regards to student subpopulations.

In Student Affairs, as we look to improve our data gathering efforts by fully implementing the Starfish software across all Student Affairs departments, our goal is to assess outcomes based on disaggregated data especially along historically marginalized and disproportionately impacted populations; Specifically, race, ethnicity, gender, program participation (ie EOPS, DSPS, Veterans, Umoja), academic standing, financial need, etc so that we can clearly identify gaps in accessibility and utilization of services and how these factors may correlate to student success. This information will also help inform prioritization of resources to specific areas.

3. What actions has your institution taken/is your institution taking in response to the patterns and trends discussed above? How will you monitor the results of these actions in order to inform future improvements and innovations in support of

equitable student learning?

SBCC has begun the process of transitioning to a new platform that will integrate faculty SLO scoring with our learning management system. This summer (2025), we piloted the new "Insights" platform with participants from the Chemistry, Spanish, and Health Information Technology departments. This application will allow us to integrate disaggregated learning outcome data with existing student outcome and demographic data to visualize in our Tableau dashboards. This will enable instructors and the institution to better analyze trends in student outcomes by specific course, program, and institutional learning objectives and better address any discrepancies across student groups.

In Student Services, we continue to focus on and advocate for the ability to collect data for all areas of Student Services, which will allow us to establish baseline data for all areas of Student Services. This needs to be done at both the departmental/programmatic level and as a division as a whole.

In addition to the streamlining of services and increasing student accessibility to services, this was one of the main priorities identified in the recent development of the College's Educational Vision Plan. Much of this work is also reflected in portions of the college's Student Equity Plan. Additionally, an important element to ensuring student access to programs and services is effective communication. The college has recently completed the onboarding of a new student portal system that streamlines communication to students and has shown preliminary results of high levels of student engagement.

D. Looking Ahead to the Next Self-Evaluation and Comprehensive Review. Provide a brief response to the question below. Suggested length for Section D is 2 pages.

Your institution will begin its next comprehensive self-evaluation in 1-2 years. What opportunities, changes, or other internal or external factors do you see on the horizon that are likely to affect the context of your self-evaluation and/or comprehensive peer review?

Opportunities

As noted in section A.3, the college concluded its four-year program review cycle in April of 2025. Throughout this cycle, we have identified several opportunities to enhance our program review process. In particular, we recognize that our current review criteria and peer review committee structure are best suited to our instructional programs, but have not met the needs for meaningful reflection in student services and operational areas. We have identified a need for a more inclusive and meaningful process for program inquiry and reflection across all areas of the college that results in actionable plans for continuous improvement. Additionally, the college has recognized the need to more closely align the program review process to the resource allocation process.

Furthermore, we have an opportunity to reflect upon how recent HSI grants have contributed to student achievement and success. For example, during the pandemic, one of our DHSI federal Title V grants -- 'Student Ready' -- pivoted from an initial pilot of a College for Working Adults program based in degree/transfer pathways heavily emphasizing hybrid study, to overhauling online instructional practices through online DEIAA-infused professional development.

Launched in Summer 2022, our Online Culturally Responsive Teacher Training (later rebranded as the Online Affective Learning Institute) served as the pilot for an online recertification process and required as one of the major deliverables for the training that participants articulate answers to the very questions now included in Curricunet's DEIAA Tab mentioned under *Equitable Outcomes* above. This Title V grant was also helpful in closing a number of zero textbook cost pathways, in confluence with another state-led initiative to move the campus toward OER adoption. These are as much pedagogically sound practices as they are supportive of our enrollment recovery and retention efforts. The grant was also helpful in upgrading recording spaces at the Faculty Resources Center to provide faculty with technology needed to innovate their online teaching.

This also served as pilot work for the latest in a series of Title V federal grants aimed at closing equity gaps for Black and Brown Students. In line with the goals of the U.S. Department of Education, the campus has effectively leveraged its federal and state grants and brought their work into alignment with each other. Among the campus's more recent grant funded initiatives: *¡Raíces*.

¡Raíces is a Title V HSI Grant-funded program at Santa Barbara City College committed to empowering first-generation college students along their academic and career paths. The program offers affirming curricular pathways and educational activities designed to honor students' voices, lived experiences, and leverages their cultural capital. The program provides a range of supports services that meet students at any stage of their respective academic

journey, including: courses led by culturally responsive professors, academic counseling, education planning, a network of *¡Raíces Scholars*, college advising, peer advocacy, help with registration and time management, a study space with resources, and access to a vibrant calendar of college, cultural, career, and community events, year-round.

Changes: Strengthening Program Review and Continuous Improvement

As part of our IEPI grant implementation process, noted in section A.2, SBCC program review leaders have engaged in [campus-wide conversations](#) to gather feedback and identify ways to enhance transparency and effectiveness in aligning program needs with the budget allocation process. As noted above, these discussions have also underscored the importance of designing a new program review process that includes student services and operational areas, ensuring a collective approach to advancing student learning and success. In 2024-25 the college initiated process improvements to better align program review and with requests for resources, developing a new model that integrates data-informed program evaluation with transparent budget development. The new processes are being implemented this year.

In 2025-26 the college continues our improvement of assessment efforts by redesigning program review templates customized to better address the distinct evaluation needs of instruction, student services, and operations. Additionally, our redesign will afford deeper engagement with data, starting with a college-wide effort, led by our Office of Institutional Research and Planning, to build capacity for inquiry, analysis of aggregate and disaggregated data, and data-informed reflection for planning, innovation, and improvement. To allow for meaningful engagement in data-informed reflection, the college will return to a staggered comprehensive review cycle over four years. In each of the four years one quarter of the college, inclusive of instruction, student services and operational units, will engage in a comprehensive review that requires each program to evaluate their success, identify crucial areas for improvement, design innovation to address those areas, and develop a plan for tracking progress metrics.

The goal of these efforts is to improve institutional effectiveness and student success by increasing engagement in evaluation and continuous improvement and synchronizing program improvement needs with our budget and resource allocation process.

Internal Factors:

In 2023 and 2024, Cambridge West Partnership, LLC was engaged to facilitate dialog on budget sustainability. The Budget Sustainability Workgroup, as it became known, produced a report in late 2024 that included several strategic recommendations for improving the long-term fiscal stability of the college. In the coming years the college will be working to implement those recommendations, which will result in significant operational and administrative changes. While achieving these recommended changes will better position the college in the future there will be challenges in managing the impact of change. For example, limited resources for innovation and program growth could hamper our ability to realize valuable strategic activities for some number of years.

The college has just entered its first year of implementation of our new Educational Vision Plan (EVP). A primary goal of that plan is to close equity gaps in student achievement. The college has utilized disaggregated student data across several student characteristics, including ethnicity, gender, age and socioeconomic status, for many years. For example, disaggregated

student success data across these characteristics and by course modalities has been utilized in our instructional program review process. We utilize disaggregated student enrollment data in our strategic enrollment management efforts. Our college developed a Student Equity Plan in 2022 focused on closing equity gaps among Black/African American students.

Despite years of commitment to equity, the college continues to have persistent equity gaps among students of color, in particular. We believe that one reason is that SBCC's earnest commitment to equity has been realized in many innovative and excellent programs largely in isolation to one another. The new EVP, an updated Student Equity Plan, and a reinvigorated commitment to collaboration across divisions, departments, programs, and constituents provides an opportunity to align our efforts.

External Factors:

Santa Barbara, like many other regions, is seeing a declining population of high school graduates. Historically, SBCC's student population has been largely traditional-aged students, enrolling immediately after high school graduation. Additionally, while college attainment in the region is higher than the state average, there are subpopulations with low educational attainment and fewer opportunities to obtain living-wage jobs. Similarly, as identified in the 2025-2028 South Central Coast Regional Planning Unit Workforce Innovation and Opportunity Act (WIOA) Regional Plan, job quality within Santa Barbara County continues to be low, with nearly three in five jobs falling within the lowest wage occupational categories. In response to these regional characteristics, the EVP calls on the college to increase access to working adults and to provide programs and services that meet their educational needs. In addition, the college is investing additional resources into our High School Dual Enrollment programing to increase overall college going rates of the shrinking high school population. A key component of this planning involves the execution of a new five-year College and Career Access Pathways (CCAP) MOU agreement adopted in September 2025.

Addendum

† The Educational Vision Plan (EVP) outlines the collective efforts of three SBCC Divisions--Academic Affairs, Student Affairs, and the School of Extended Learning--to advance the goals of the college's 2023 Strategic Plan. The EVP guides continuous assessment and improvement, resource allocation, and institutional planning. Its priorities include: equity in student access and success, responsive support structures, innovative and sustainable programming, and meeting students' basic needs. Each Division identifies specific strategies, indicators for measuring progress, required resources, and opportunities for collaboration across the college in fulfillment of the institution's strategic goals.

‡ The Facilities Vision Plan (FVP) guides the college's development through 2034. Its core principles are centered on developing flexible learning environments and student support systems that meet program and community needs. By evaluating the state of existing facilities, acquiring feedback from campus stakeholders, and coordinating facility use with academic objectives, safety, and accessibility, the FVP fosters institutional growth and continuous improvement. The plan can also be used as a guide for data-driven resource allocation, infrastructure upgrades, and capital project prioritization.

Contributors

Dr. María L. Villagómez	Co-Chair; Assistant Superintendent/Vice President, Academic Affairs, Accreditation Liaison Officer
Dr. Keller Magenau	Co-Chair; Executive Director, Institutional Research
Dr. Joshua Ramirez	President, Academic Senate
Ryan Alexander	Network Specialist
Paloma Arnold	Assistant Superintendent/Vice President, Student Affairs
Dr. Christopher Bernt	SLO Coordinator
Jeanette Chian-Brooks	Dean, School of Extended Learning
Dr. Roxane Byrne	Director, Student Equity and Engagement
Dan Le Guen-Schmidt	Assistant Superintendent/Vice President, Human Resources
Dr. Jens-Uwe Kuhn	Dean, Math and Sciences
Michael Medel	Dean, Educational Programs
Christopher Renbarger	Assistant Superintendent/Vice President, Business Services
Carola Smith	Assistant Superintendent/Vice President, School of Extended Learning
Grace Twedt	Administrative Assistant
Erin Coulter	Executive Assistant
Holly Higgins	Executive Assistant

SBCC 2025 Midterm-Report-Final

Final Audit Report

2025-09-22

Created:	2025-09-15
By:	Holly Higgins (hkhiggins@pipeline.sbcc.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAu-HTav95dMMImfJ8j2GRFbdhF9hSYBWF

"SBCC 2025 Midterm-Report-Final" History

-  Document created by Holly Higgins (hkhiggins@pipeline.sbcc.edu)
2025-09-15 - 6:27:58 PM GMT- IP address: 209.129.49.131
-  Document emailed to Joshua Ramirez (jramirez63@pipeline.sbcc.edu) for signature
2025-09-15 - 6:30:29 PM GMT
-  Email viewed by Joshua Ramirez (jramirez63@pipeline.sbcc.edu)
2025-09-15 - 6:52:36 PM GMT- IP address: 66.249.84.229
-  Email viewed by Joshua Ramirez (jramirez63@pipeline.sbcc.edu)
2025-09-17 - 3:29:36 PM GMT- IP address: 66.249.84.224
-  Document e-signed by Joshua Ramirez (jramirez63@pipeline.sbcc.edu)
Signature Date: 2025-09-17 - 3:29:58 PM GMT - Time Source: server- IP address: 76.168.137.129
-  Document emailed to Arnold Paloma (arnoldp@sbcc.edu) for signature
2025-09-17 - 3:30:03 PM GMT
-  Email viewed by Arnold Paloma (arnoldp@sbcc.edu)
2025-09-17 - 7:22:23 PM GMT- IP address: 66.249.84.227
-  Signer Arnold Paloma (arnoldp@sbcc.edu) entered name at signing as Paloma Arnold
2025-09-17 - 7:22:47 PM GMT- IP address: 209.129.49.128
-  Document e-signed by Paloma Arnold (arnoldp@sbcc.edu)
Signature Date: 2025-09-17 - 7:22:49 PM GMT - Time Source: server- IP address: 209.129.49.128
-  Document emailed to Maria Villagomez (mvillagomez2@pipeline.sbcc.edu) for signature
2025-09-17 - 7:22:53 PM GMT
-  Email viewed by Maria Villagomez (mvillagomez2@pipeline.sbcc.edu)
2025-09-17 - 9:55:09 PM GMT- IP address: 66.249.84.224



Adobe Acrobat Sign

-  Document e-signed by Maria Villagomez (mvillagomez2@pipeline.sbcc.edu)
Signature Date: 2025-09-17 - 9:55:32 PM GMT - Time Source: server- IP address: 209.129.49.132
-  Document emailed to Keller Magenau (kmagenau@pipeline.sbcc.edu) for signature
2025-09-17 - 9:55:36 PM GMT
-  Email viewed by Keller Magenau (kmagenau@pipeline.sbcc.edu)
2025-09-18 - 1:18:44 AM GMT- IP address: 172.226.7.8
-  Document e-signed by Keller Magenau (kmagenau@pipeline.sbcc.edu)
Signature Date: 2025-09-18 - 10:30:02 PM GMT - Time Source: server- IP address: 209.129.49.130
-  Document emailed to Erika Endrijonas (eaendrijonas@pipeline.sbcc.edu) for signature
2025-09-18 - 10:30:06 PM GMT
-  Email viewed by Erika Endrijonas (eaendrijonas@pipeline.sbcc.edu)
2025-09-19 - 6:32:21 PM GMT- IP address: 66.249.84.225
-  Document e-signed by Erika Endrijonas (eaendrijonas@pipeline.sbcc.edu)
Signature Date: 2025-09-19 - 6:32:40 PM GMT - Time Source: server- IP address: 174.208.75.121
-  Document emailed to Jonathan Abboud (jabboud@pipeline.sbcc.edu) for signature
2025-09-19 - 6:32:45 PM GMT
-  Email viewed by Jonathan Abboud (jabboud@pipeline.sbcc.edu)
2025-09-19 - 6:36:36 PM GMT- IP address: 172.56.123.188
-  Document e-signed by Jonathan Abboud (jabboud@pipeline.sbcc.edu)
Signature Date: 2025-09-22 - 4:43:01 AM GMT - Time Source: server- IP address: 172.226.186.127
-  Agreement completed.
2025-09-22 - 4:43:01 AM GMT



Adobe Acrobat Sign