AGENDA

SPECIAL MEETING OF THE BOARD OF TRUSTEES
SANTA BARBARA COMMUNITY COLLEGE DISTRICT

SPECIAL MEETING/STUDY SESSION
April 10, 2008
4:00 p.m.

Room A211
MAC Building
Santa Barbara City College
721 Cliff Drive

1. GENERAL FUNCTIONS

1.1 CALL TO ORDER

1.2 ROLL CALL

1.3 WELCOME

1.4 HEARING OF CITIZENS

Members of the public have the opportunity to directly address the Board on any item described in the notice for this meeting before or during the Board’s consideration of that item. Unless otherwise determined by the Board, each person is limited to five minutes (20 minutes per issue). Those wishing to address the Board at this meeting should complete a written request and return it to the Board secretary prior to the Board meeting. (Govt. Code Sec 54954.3)

2. GOVERNING BOARD


The Board will consider the approval of an employment contract with Dr. Andreea M. Serban, appointing her as Superintendent/President of Santa Barbara City College effective June 2, 2008 through June 30, 2011.

Attachment 2.1

3. STUDY SESSION

1. Budget Updates
   • SBCC Historical Fiscal Overview 02-03 to 06-07
   • 07-08 Budget Update
   • 08-09 Budget Development
   • Budget Principles
   • Revised Budget Timeline
2. Institutional Effectiveness Report – Attachment 1
3. College Mission Statement and College Plan – Attachment 2
4. Temporary Buildings Update
5. Photovoltaic System Update
6. Board Self Evaluation Survey Results Attachment 3

3. ADJOURNMENT

The next Regular Meeting of the Board of Trustees will be held on Thursday, April 24, 2008 at 4:00 pm in A211.
CONTRACT FOR EMPLOYMENT OF THE SUPERINTENDENT/PRESIDENT
BETWEEN THE

BOARD OF TRUSTEES OF THE
SANTA BARBARA CITY COLLEGE DISTRICT
County of Santa Barbara, California

And

Andreea M. Serban, Ph. D., Superintendent/President

At the regular meeting of the BOARD OF TRUSTEES of the SANTA BARBARA COMMUNITY COLLEGE DISTRICT on April __, 2008 the Trustees approved this employment contract between the DISTRICT and Dr. Andreea M. Serban commencing June 2, 2008.

TERM:
The term of this contract shall be from June 2, 2008 through June 30, 2011, unless terminated sooner by mutual agreement of the parties.

EXECUTIVE OFFICER:
The Superintendent/President shall be the Chief Executive Officer for the Santa Barbara Community College District and will act in accordance with the general direction provided by the Board of Trustees. The Superintendent/President shall also serve as Secretary/Clerk to said Board.

GENERAL TERMS AND CONDITIONS OF EMPLOYMENT:
This contract is subject to all applicable laws of the State of California and the lawful rules and regulations of the Board of Governors of the California Community Colleges and the Board of Trustees of the Santa Barbara Community College District. Said laws, rules and regulations are hereby made a part of the terms and conditions of this Contract as though herein set forth.

POWERS AND DUTIES:
All powers and duties that may lawfully be delegated to the Superintendent/President are to be executed in accordance with the laws, rules and regulations set forth above. Such acts as may require approval or ratification by the Board of Trustees shall be referred by the Superintendent/President to the said Board of Trustees at the earliest possible opportunity.

ANNUAL SERVICE:
The Superintendent/President shall be required to render twelve (12) months of full and regular service to the District annually for the period covered by this Contract, excepting for absences and leaves authorized by rules and regulations of the Board of Trustees.
COMPENSATION:
The annual base compensation of the Superintendent/President shall be $215,000, effective June 2, 2008.

The Superintendent/President will automatically receive the same across the board increase given to represented units at the time that this increase is first effective for either of the units. The intent of this provision is to separate this increase from the Superintendent/President evaluation process.

In addition, the Superintendent/President shall receive standard District-paid employee benefits and dependent life insurance, and health and dental insurance. The District contribution for this insurance package will be the amount designated as the district contribution for faculty members.

In addition to the base compensation, an amount equivalent to 5% of the base salary will be paid annually to a retirement or a TSA account of the Superintendent/President's choice. The District will pay for a $200,000 term life insurance policy with the beneficiary to be designated by the Superintendent/President.

Automobile Allowance:
The Superintendent/President is expected to maintain an automobile for district-related business seven days per week. She will receive an allowance of $500.00 per month for the use and maintenance of this automobile.

COMPENSATION CHANGE:
The compensation enumerated above of the Superintendent/President shall be effective June 2, 2008 through June 30, 2009 and for each year thereafter for the term of this Contract. The parties reserve the right to modify this Contract by changing the compensation package in such a manner as may be mutually agreed upon for or during any or all of the school years included in the terms of this Contract after the 08-09 year.

EXPENSE REIMBURSEMENT

Moving Expenses:
The Board of Trustees agrees to pay actual moving expenses of Superintendent/President up to the amount of $3,000.

Entertainment Expenses:
The Board of Trustees agrees to pay to Superintendent/President actual expenses incurred for the purpose of promoting the business and welfare of the college.
Travel:
The Board of Trustees agrees to pay travel expenses of Superintendent/President that are for the purpose of doing business for Santa Barbara City College.

Fees:
All professional association fees and miscellaneous fees associated with the business of the Superintendent/President for the use of SBCC will be reimbursed to the Superintendent/President by SBCC.

Accounting:
The Superintendent shall submit to the Board an accounting for expenses incurred on at least an annual basis.

VACATION AND SICK LEAVE:
The Superintendent/President shall be entitled to the same sick leave as authorized for management employees of the college and thirty (30) working days of paid vacation, exclusive of legal holidays, for each year of service pursuant to this Contract. Said vacation shall be taken during the school year at such time as is convenient to the District and the employee. In the event that the Superintendent/President, with the consent of the Board of Trustees, does not take all or part of her vacation during the term of this agreement, the District shall pay her upon termination for all accrued, but unused, vacation time. The Superintendent/President may annually elect to receive payment for up to fifteen days of vacation paid at her daily rate of pay.

LONGEVITY CLAUSE:
At the completion of five years as Superintendent/President, the Superintendent/President will be entitled to a longevity increment of 2.5% of base pay. At the end of seven years she will be entitled to a 5% longevity increment and at the end of ten years she will be entitled to a longevity increment of 7.5%. These longevity increments will be applied after any annual increase to base salary is applied.

CONTRACT CHANGE OR TERMINATION:
This Contract may be changed or terminated during the term thereof by mutual consent of the contracting parties. It is further understood and agreed that the provisions of State law relating to the method of termination of a Superintendent/President’s contract upon its completion are to be complied with by the Board of Trustees.

Government Code 53260(a) requires that this provision be included in all employment contracts: the maximum cash settlement an employee may receive in the event an employment contract is terminated prior to the end of the contract is an amount equal to eighteen months of the employee’s salary.
Nothing in this provision shall be construed to suggest or require that there will be any cash settlement in the event this specific contract is terminated prior to the end of the contract.

No later than December 31, 2010, or no later than December 31st of any final year of any extension of this contract, the Board shall advise Dr. Serban in writing of its decision not to renew this Agreement. If the Board provides such written notice to Dr. Serban, this Agreement will terminate effective at the close of business on June 30, 2011 or on June 30th of any final year of any extension of this contract. If Dr. Serban has retreat rights to a faculty position as defined by Education Code Section 87458 and District Policy, then Dr. Serban may have the right to return to a faculty position upon the expiration of this Agreement, provided this Agreement has not been terminated for any of the causes enumerated in Education Code Section 87732. If the non-renewal of this Agreement is for any of the causes enumerated in Education Code Section 87732, the notice of non-renewal shall so state.

If the Board elects to terminate this Agreement pursuant to this section, Dr. Serban shall receive an amount equivalent to not more than eighteen (18) months of salary and benefits or an amount equal to the salary and benefits remaining on the contract, whichever is less.

CONTRACT RENEWAL/PERFORMANCE EVALUATION:
The Board of Trustees will conduct a formal review of the Superintendent/President's performance in closed session annually in the Spring of each year, but no later than June 30th. A satisfactory annual evaluation will automatically add an additional year to the employment contract.

BOARD OF TRUSTEES of the SANTA BARBARA COMMUNITY COLLEGE DISTRICT:

<table>
<thead>
<tr>
<th>Mr. Desmond O'Neill</th>
<th>President</th>
<th>Mr. Morris Jurkowitz</th>
<th>Vice Pres.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Kathryn Alexander</td>
<td>Member</td>
<td>Dr. Joe Dobbs</td>
<td>Member</td>
</tr>
<tr>
<td>Mrs. Sally Green</td>
<td>Member</td>
<td>Ms. Joan Livingston</td>
<td>Member</td>
</tr>
<tr>
<td>Mr. Luis Villegas</td>
<td>Member</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Item 2.1
Page 4 of 5
04/10/08
ACCEPTANCE OF OFFER:
I hereby accept the above offer of employment and agree to comply with the terms and conditions thereof, and to fulfill all of the duties of the Superintendent/President for the Santa Barbara Community College District during the terms specified in this employment contract.

Date

Andreea M. Serban, Ph.D.
Santa Barbara City College

Committed to the Success of Each Student

Institutional Effectiveness
Annual Report
2006-07

April 2008
Institutional Effectiveness
Annual Report
2006-2007

Office of the President
Santa Barbara City College
721 Cliff Drive
Santa Barbara, CA 93109-2394
(805) 965-0581
www.sbcc.edu

April 2008
SANTA BARBARA COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES

The following citizens currently serve as members of the Santa Barbara
Community College District Board of Trustees:

Kathryn O. Alexander
Joe W. Dobbs
Desmond O'Neil
Joan Livingston
Luis Villegas
Sally Green
Morris Jurkowitz
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FROM THE PRESIDENT

Santa Barbara City College is dedicated to excellence in providing higher education for the South Coast region. A key factor in ensuring educational quality is conducting an ongoing assessment of the College’s effectiveness. Assessment measures past performance and identifies areas for future improvement and growth.

This document contains SBCC’s comprehensive assessment of institutional effectiveness. This ongoing evaluation reflects the commitment of many individuals within the College to examine our institutional strengths and identify areas for improvement. Such an assessment of the College’s effectiveness is reported annually to the Board of Trustees and the College community. In addition, the report reflects the assessment measures reviewed and identified in the 2005-2008 College Plan.

To that end, the report is divided into seven major areas related to the College’s mission, goals, functions, and resources. These topic areas include: Student Learning, Achievement and Development; Student Outreach and Responsiveness to the Community; Faculty and Staff; Governance and Management; Applications of Technology; Facilities; and Fiscal Support.

Recognition should go to the following for their efforts in completing this project: Darla Cooper and Melanie Rogers from the Office of Institutional Advancement, Research and Planning, for the data collection, analysis and report preparation; Liz Auchincloss, Pam Blanchard, Shari Calderon, Leslie Griffin, Julie Hendricks, Carmen-Lozano-Ibanez, and Dan Watkins for their contributions to the report; and Vice Presidents Paul Bishop, Pablo Buckelew, Sue Ehrlich, Jack Friedlander, and Joe Sullivan for their input into and support of the project.

The primary purposes of the Institutional Effectiveness Report are to guide the improvement of SBCC’s instructional and student services programs, and to support the development of initiatives designed to promote student success. The results from this evaluation will assist us in achieving these fundamental purposes, especially as we prepare our next College Plan for 2008-2011.

John Romo
President
CHAPTER I
STUDENT LEARNING, ACHIEVEMENT
AND DEVELOPMENT

Accountability Reporting
In response to AB 1417 (2004, Pacheco), Performance Framework for the Community Colleges, the CCCCCO developed a framework of accountability formally known as Accountability Reporting for the Community Colleges (ARCC). Tracking the success of students in meeting their educational goals is the primary focus of this assessment effort. The first ARCC report was released by the System Office in March 2007, and the results for SBCC students compared to the statewide average on each of the six performance measures are summarized below (see Table I.1). As can be seen, SBCC students performed at higher levels than students statewide on all six measures.

Table I.1 SBCC vs. Statewide Performance on ARCC Measures

<table>
<thead>
<tr>
<th>ARCC Measure</th>
<th>SBCC</th>
<th>Statewide</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure A: Student Progress and Achievement (i.e., degree, certificate, transfer)</td>
<td>57.4%</td>
<td>51.1%</td>
</tr>
<tr>
<td>Measure B: Percent of Students Who Earned at Least 30 Units</td>
<td>69.7%</td>
<td>68.9%</td>
</tr>
<tr>
<td>Measure C: Persistence Rate (Fall to Fall)</td>
<td>68.5%</td>
<td>65.8%</td>
</tr>
<tr>
<td>Measure D: Annual Successful Course Completion Rate for Credit Vocational Courses</td>
<td>76.8%</td>
<td>76.4%</td>
</tr>
<tr>
<td>Measure E: Annual Successful Course Completion Rate for Credit Basic Skills Courses</td>
<td>61.8%</td>
<td>60.3%</td>
</tr>
<tr>
<td>Measure F: Improvement Rate for Credit Basic Skills Courses</td>
<td>57.1%</td>
<td>49.8%</td>
</tr>
</tbody>
</table>

Source: ARCC Report 2007
The Partnership for Student Success
Concerned about the low assessment scores of entering SBCC students, the Board of Trustees asked President John Romo to develop a plan to increase the academic success of these at-risk students. In Spring 2005, President Romo asked the Academic Senate to assume responsibility for researching and implementing a Student Success Initiative to increase the academic success of SBCC students. As a result, a task force was formed and an integrated plan was developed that addressed the various teaching and learning priorities articulated in the proposals submitted by the SBCC faculty, staff, and administration. The Senate reviewed these proposals and recommended the implementation of seven institutional proposals and a number of departmental proposals. This recommendation became known as SBCC's Partnership for Student Success (PSS). The PSS included initiatives in the Gateway to Success Program, the Writing Center, the Math Lab, and the Online College. This section of the report summarizes some of the highlights from the first year of the program.

Gateway Program
The Gateway Program provides in-class tutors in several classes. As illustrated in the table below, in 2006-2007, the successful course completion rates of students in Gateway courses was higher than students enrolled in comparable non-Gateway courses (see Table 1.2).

<table>
<thead>
<tr>
<th></th>
<th>Fall 2006</th>
<th>Spring 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gateway</td>
<td>68.5%</td>
<td>67.6%</td>
</tr>
<tr>
<td>Non-Gateway</td>
<td>65.5%</td>
<td>63.9%</td>
</tr>
<tr>
<td>Difference</td>
<td>+3.0%</td>
<td>+3.7%</td>
</tr>
</tbody>
</table>

Source: SBCC Student Database

11
In particular, the Gateway program appears to be helping students who enter the college in need of remediation. First, as seen in the table below, students who placed into English courses below college level had higher success rates in Gateway courses than students who also placed below college level but took comparable non-Gateway courses (see Table I.3).

Table I.3 Successful Course Completion Rates for Gateway vs. Non-Gateway Students Who Placed Below College Level in English

<table>
<thead>
<tr>
<th></th>
<th>Writing</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gateway</td>
<td>63.3%</td>
<td>64.4%</td>
</tr>
<tr>
<td>Non-Gateway</td>
<td>57.6%</td>
<td>60.3%</td>
</tr>
<tr>
<td>Difference</td>
<td>+5.7%</td>
<td>+4.1%</td>
</tr>
</tbody>
</table>

Source: SBCC Student Database

Second, the successful course completion rates for students in basic skills Gateway courses was higher than students in comparable non-Gateway basic skills courses as shown in the table below (see Table I.4).

Table I.4 Successful Course Completion Rates for Students in Basic Skills Gateway vs. Non-Gateway Courses

<table>
<thead>
<tr>
<th></th>
<th>Fall 2006</th>
<th>Spring 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gateway</td>
<td>63.6%</td>
<td>65.2%</td>
</tr>
<tr>
<td>Non-Gateway</td>
<td>60.9%</td>
<td>58.5%</td>
</tr>
<tr>
<td>Difference</td>
<td>+3.2%</td>
<td>+6.6%</td>
</tr>
</tbody>
</table>

Source: SBCC Student Database
Writing Center
Both the number of students and the number of times these students visited the Writing Center increased significantly between 2005-2006 and 2006-2007 due to efforts to increase the visibility of the center (see Table 1.5).

Table 1.5 Number of Students and Visits to the Writing Center Fall 2005 - Spring 2007

<table>
<thead>
<tr>
<th>Semester</th>
<th>Number of Visits</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2005</td>
<td>1,035</td>
<td>586</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>2,360</td>
<td>1,059</td>
</tr>
<tr>
<td>Difference</td>
<td>+147.3%</td>
<td>+80.7%</td>
</tr>
<tr>
<td>Spring 2006</td>
<td>869</td>
<td>510</td>
</tr>
<tr>
<td>Spring 2007</td>
<td>2,799</td>
<td>1,095</td>
</tr>
<tr>
<td>Difference</td>
<td>+225.8%</td>
<td>+114.7%</td>
</tr>
</tbody>
</table>

Source: SBCC Writing Center

In addition, students who utilized the Writing Center performed better in the classes for which they received assistance than students enrolled in the same classes who did not utilize the Writing Center (see Table 1.6).

Table 1.6 Successful Course Completion Rates for Students Who Did vs. Did Not Utilize the Writing Center Fall 2006 - Spring 2007

<table>
<thead>
<tr>
<th></th>
<th>Fall 2006</th>
<th>Spring 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Users</td>
<td>87.6%</td>
<td>85.8%</td>
</tr>
<tr>
<td>Non-Users</td>
<td>68.8%</td>
<td>68.3%</td>
</tr>
<tr>
<td>Difference</td>
<td>+18.8%</td>
<td>+17.5%</td>
</tr>
</tbody>
</table>

Source: SBCC Student Database
Math Lab
As seen with the Writing Center, students who utilized the Math Lab performed better in the math classes for which they received assistance than students in the same classes who did not visit the lab (see Table I.7).

Table I.7 Successful Course Completion Rates for Students Who Did vs. Did Not Utilize the Math Lab
Fall 2006 - Spring 2007

<table>
<thead>
<tr>
<th></th>
<th>Fall 2006</th>
<th>Spring 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Users</td>
<td>59.3%</td>
<td>63.7%</td>
</tr>
<tr>
<td>Non-Users</td>
<td>53.1%</td>
<td>53.7%</td>
</tr>
<tr>
<td>Difference</td>
<td>+6.2%</td>
<td>+10.0%</td>
</tr>
</tbody>
</table>

Source: SBCC Student Database

Online College
Successful course completion in online courses improved between 2005-2006 and 2006-2007 as seen in the table below (see Table I.8).

Table I.8 Successful Course Completion Rates for Students in Online Courses
Fall 2005 - Spring 2007

<table>
<thead>
<tr>
<th>Semester</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2005</td>
<td>54.3%</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>56.5%</td>
</tr>
<tr>
<td>Difference</td>
<td>+2.2%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2006</td>
<td>55.0%</td>
</tr>
<tr>
<td>Spring 2007</td>
<td>58.3%</td>
</tr>
<tr>
<td>Difference</td>
<td>+3.3%</td>
</tr>
</tbody>
</table>

Source: SBCC Student Database
Preparation of Applicants to SBCC
From 2002 to 2003 there was a decline in the percentage of applicants who took an assessment test and were eligible for college-level writing (English 110: English Composition). In 2004, the percentage increased slightly to 29% and stabilized at 35% in 2005 and 2006 (see Figure I.9).

**Figure I.9 Percentage of Applicants Eligible for College-level English Writing**
**Summer/Fall 2002 - Summer/Fall 2006**

The percentage of applicants eligible for college-level reading remained consistent at 26% from 2002 through 2004, but increased slightly to 29% in 2005 and 2006 (see Figure I.10).

**Figure I.10 Percentage of Applicants Eligible for College-level English Reading**
**Summer/Fall 2002 - Summer/Fall 2006**

Source: Assessment Office
The percentage of applicants eligible for college-level Math decreased to 25% in 2004, then rose slightly to 26% in 2005 and 27% in 2006 (see Figure I.11).

**Figure I.11 Percentage of Applicants Eligible for College-level Math**
**Summer/Fall 2002 - Summer/Fall 2006**

![Bar chart showing percentage of applicants eligible for college-level Math from 2002 to 2006.](image)

*Source: Assessment Office*

**Preparation of Enrolled Students at SBCC**
From 2002 to 2003 there was a decline in the percentage of students who took an assessment test, were enrolled as of census and were eligible for college-level writing. After a low of 29% in 2003, the percentage increased to 30% in 2004 and 37% in 2005 and 2006 (see Figure I.12). When compared to the total population of applicants who took the writing assessment test, very little difference is seen, with slightly higher percentages of enrolled students placing into college level writing in most years.

**Figure I.12 Percentage of Census Enrolled Students Eligible for College-level Writing**
**Summer/Fall 2002 - Summer/Fall 2006**

![Bar chart showing percentage of census enrolled students eligible for college-level writing from 2002 to 2006.](image)

*Source: Assessment Office*
The percentage of students who took an assessment test, were enrolled as of census and were eligible for college-level English reading remained at 27% from 2002 through 2004, and increased slightly to 30% in 2005 and 2006 (see Figure I.13). When compared to the total population of applicants who took the reading assessment test, very little difference is seen, with slightly higher percentages of enrolled students placing into college level reading in most years.

Figure I.13 Percentage of Census Enrolled Students Eligible for College-level English Reading Summer/Fall 2002 - Summer/Fall 2006

The percentage of students who took an assessment test, were enrolled as of census and were eligible for college-level Math decreased to 23% in 2004 and increased again to 26% in 2005 and 2006, after a high of 30% in 2002 (see Figure I.14). When compared to the total population of applicants who took the math assessment test, very little difference is seen, with slightly higher percentages of enrolled students placing into college level math in most years.

Figure I.14 Percentage of Census Enrolled Students Eligible for College-level Math Summer/Fall 2002 - Summer/Fall 2006
Successful Course Completion Rates

a. College-wide Successful Course Completion Rates
The percentage of successful grades (A, B, C or CR) across fall semesters, has fluctuated over the past five years reaching a high of 70.2% in Fall 2004. The percentage of successful grades increased steadily in the spring semesters, reaching a high of 69.6% in Spring 2007. SBCC maintained higher successful course completion rates than the statewide average in all semesters except for Fall 2003 (see Figures I.15 & I.16).

Figure I.15 Overall Successful Course Completion Rates
Fall 2002 - Fall 2006

<table>
<thead>
<tr>
<th>Year</th>
<th>SBCC</th>
<th>Statewide</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2006</td>
<td>66.1%</td>
<td>69.1%</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>65.8%</td>
<td>68.3%</td>
</tr>
<tr>
<td>Fall 2004</td>
<td>66.9%</td>
<td>70.2%</td>
</tr>
<tr>
<td>Fall 2003</td>
<td>67.2%</td>
<td>66.5%</td>
</tr>
<tr>
<td>Fall 2002</td>
<td>67.4%</td>
<td>68.2%</td>
</tr>
</tbody>
</table>

Source: CCCCO

Figure I.16 Overall Successful Course Completion Rates
Spring 2003 - Spring 2007

<table>
<thead>
<tr>
<th>Year</th>
<th>SBCC</th>
<th>Statewide</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2007</td>
<td>66.9%</td>
<td>69.6%</td>
</tr>
<tr>
<td>Spring 2006</td>
<td>66.4%</td>
<td>69.2%</td>
</tr>
<tr>
<td>Spring 2005</td>
<td>66.9%</td>
<td>68.5%</td>
</tr>
<tr>
<td>Spring 2004</td>
<td>67.7%</td>
<td>68.0%</td>
</tr>
<tr>
<td>Spring 2003</td>
<td>67.8%</td>
<td>67.9%</td>
</tr>
</tbody>
</table>

Source: CCCCO
b. Successful Completion Rates in Transfer Courses
Successful completion rates in transfer courses fluctuate from year to year in both fall and spring semesters, ranging from a low of 66.4% in Fall 2003 to a high of 69.2% in Fall 2004. Successful completion rates in transfer courses were slightly higher for SBCC than the statewide average in Fall 2004, 2005, 2006 and Spring 2006 and 2007 (see Figures I.17 & I.18).

Figure I.17 Successful Completion Rates in Transfer Courses
Fall 2002 - Fall 2006

Figure I.18 Successful Completion Rates in Transfer Courses
Spring 2003 - Spring 2007

After having lower rates than the state in 2003 and 2004, the College’s rates have consistently been higher than those seen statewide in more recent years.
c. Successful Completion Rates in Basic Skills Courses

The successful completion rate in all basic skills courses has increased from 57.8% in Fall 2002 to 62.8% in Fall 2006. The basic skills completion rate fluctuated more across spring semesters, but shows a general improvement from 57.6% in Spring 2003 to 59.7% in Spring 2007, reaching a high of 61.9% in Spring 2004. Successful completion rates in basic skills courses were higher for SBCC than the statewide average in every semester (see Figures I.19 & I.20).

Figure I.19 Successful Completion Rates in Basic Skills Courses
Fall 2002 - Fall 2006

<table>
<thead>
<tr>
<th>Year</th>
<th>SBCC</th>
<th>Statewide</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2006</td>
<td>55.6%</td>
<td>62.8%</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>54.9%</td>
<td>61.8%</td>
</tr>
<tr>
<td>Fall 2004</td>
<td>55.6%</td>
<td>63.1%</td>
</tr>
<tr>
<td>Fall 2003</td>
<td>56.8%</td>
<td>58.5%</td>
</tr>
<tr>
<td>Fall 2002</td>
<td>57.0%</td>
<td>57.8%</td>
</tr>
</tbody>
</table>

Source: CCCCO

Figure I.20 Successful Completion Rates in Basic Skills Courses
Spring 2003 - Spring 2007

<table>
<thead>
<tr>
<th>Year</th>
<th>SBCC</th>
<th>Statewide</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2007</td>
<td>54.1%</td>
<td>59.7%</td>
</tr>
<tr>
<td>Spring 2006</td>
<td>53.4%</td>
<td>60.4%</td>
</tr>
<tr>
<td>Spring 2005</td>
<td>54.2%</td>
<td>59.4%</td>
</tr>
<tr>
<td>Spring 2004</td>
<td>55.1%</td>
<td>61.9%</td>
</tr>
<tr>
<td>Spring 2003</td>
<td>55.6%</td>
<td>57.6%</td>
</tr>
</tbody>
</table>

Source: CCCCO
d. Successful Completion Rates in Alternative Instruction vs. Traditional Courses

The College has made a commitment to providing instruction in alternative delivery modes to meet the educational needs of students. Accelerated courses continue to have a high rate of successful completion, although they were exceeded by the rates of other types of courses, like Weekend and Work Experience/Independent Study courses, online courses continued to have lower levels of successful course completions when compared to other methods (see Table I.21).

Table I.21 Annual Successful Completion Rates in Alternative Instruction vs. Traditional Courses

<table>
<thead>
<tr>
<th>Year</th>
<th>Online</th>
<th>Work Exp/Ind Study</th>
<th>Accelerated</th>
<th>Weekend</th>
<th>Traditional</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002-03</td>
<td>55.5%</td>
<td>74.4%</td>
<td>76.5%</td>
<td>77.7%</td>
<td>69.4%</td>
</tr>
<tr>
<td>2003-04</td>
<td>57.7%</td>
<td>76.5%</td>
<td>73.3%</td>
<td>76.4%</td>
<td>68.5%</td>
</tr>
<tr>
<td>2004-05</td>
<td>59.5%</td>
<td>80.4%</td>
<td>75.9%</td>
<td>79.6%</td>
<td>69.4%</td>
</tr>
<tr>
<td>2005-06</td>
<td>55.2%</td>
<td>80.4%</td>
<td>73.7%</td>
<td>81.7%</td>
<td>69.5%</td>
</tr>
<tr>
<td>2006-07</td>
<td>57.8%</td>
<td>81.0%</td>
<td>72.4%</td>
<td>77.8%</td>
<td>70.5%</td>
</tr>
</tbody>
</table>

Source: SBCC Student Database
In order to get a more comparable view of success in the online courses, success rates were calculated for those online courses where the same course was also offered in the traditional face-to-face format. The success rates in this subset of online courses is then compared with the success rates in the comparable traditional classes. As can be seen in the tables below, success rates in online courses are consistently lower than in comparable courses offered face-to-face (see Figures I.22 & I.23).

**Figure I.22** Successful Completion Rates in Online vs. Traditional Courses  
**Fall 2002 - Fall 2006**

<table>
<thead>
<tr>
<th>Year</th>
<th>Online</th>
<th>Traditional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2002</td>
<td>56.9%</td>
<td>70.7%</td>
</tr>
<tr>
<td>Fall 2003</td>
<td>49.5%</td>
<td>68.8%</td>
</tr>
<tr>
<td>Fall 2004</td>
<td>54.6%</td>
<td>67.6%</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>49.0%</td>
<td>69.0%</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>52.2%</td>
<td>69.8%</td>
</tr>
</tbody>
</table>

Source: SBCC Student Database

**Figure I.23** Successful Completion Rates in Online vs. Traditional Courses  
**Spring 2003 - Spring 2007**

<table>
<thead>
<tr>
<th>Year</th>
<th>Online</th>
<th>Traditional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2003</td>
<td>49.5%</td>
<td>69.6%</td>
</tr>
<tr>
<td>Spring 2004</td>
<td>56.7%</td>
<td>71.3%</td>
</tr>
<tr>
<td>Spring 2005</td>
<td>54.9%</td>
<td>69.4%</td>
</tr>
<tr>
<td>Spring 2006</td>
<td>49.4%</td>
<td>69.7%</td>
</tr>
<tr>
<td>Spring 2007</td>
<td>55.6%</td>
<td>70.0%</td>
</tr>
</tbody>
</table>

Source: SBCC Student Database
Students on Academic or Progress Probation or Disqualification and Their Transition to Good Standing

Excluding students reinstated after the end of the term, the percentage of all SBCC students who ended the term on academic or progress probation or disqualification remained fairly stable over the period, ranging from 10.9% in Fall 2002 to 11.6% in Fall 2006 (see Figure I.24). The percentage of students who ended spring semesters in such statuses increased from 8.9% in Spring 2002 to 11.2% in Spring 2006 (see Figure I.25).

Figure I.24 Students on Academic or Progress Probation or Disqualification - Total and Percentage of Overall Headcount
Fall 2002 - Fall 2006

Source: SBCC Student Database

Figure I.25 Students on Academic or Progress Probation or Disqualification - Total and Percentage of Overall Headcount
Spring 2002 - Spring 2006

Source: SBCC Student Database
Of the 2,108 students on academic or progress probation or disqualification at the end of Fall 2006 who enrolled in Spring 2007, 360 (17.1%) transitioned to good standing at the end of Spring 2007 (see Figure I.26). This is the lowest percentage of transition to good standing for the period.

Figure I.26 Fall Students on Academic or Progress Probation or Disqualification Transitioning to Good Standing by the Following Spring Semester
Fall 2002 - Fall 2006

Source: SBCC Student Database

For students who were on academic or progress probation or disqualification at the end of Spring 2006 and enrolled in Fall 2006, 12.3% (250) transitioned to good standing in Fall 2006, a 0.3% increase over the previous year (see Figure I.27). What is promising though, is the increase over the past five years in the proportion of these students moving to good standing, from 10.3% in Fall 2002 to 12.3% in Fall 2006.

Figure I.27 Spring Students on Academic or Progress Probation or Disqualification Transitioning to Good Standing by the Following Fall Semester
Spring 2002 - Spring 2006

Source: SBCC Student Database
Progression through and Completion of the Basic Skills Course Sequence (English, Math and ESL)
The percentage of students in basic skills courses who subsequently transition into college-level work remains an area of concern for SBCC. In English, 67% of the students new to the College who enrolled in a basic skills course in Fall 2004 enrolled in a higher level course in the same area of study within three years and 54% successfully completed at least one higher level course within the same time frame. Of the Fall 2004 cohort, 46% completed successfully the English freshman level course within the same period. In looking at the last three cohorts, not much difference can be seen (see Figure 1.28).

Figure 1.28 English Basic Skills Students Transition to College Level Within 3 Years

Source: SBCC Student Database  Fall 2002  Fall 2003  Fall 2004
In mathematics, these percentages continue to be lower than in English. For example, 51% of the students new to the College who enrolled in a basic skills math course in Fall 2004 enrolled in a higher level Math course within three years, 34% successfully completed at least one such course and only 21% completed a college level math course within three years. When comparing the three cohorts, some fluctuation can be seen with lower percentages of the Fall 2003 cohort enrolling in and completing a higher level math course. However, what is of note is that the percentage of these students who successfully completed a college level math course is comparable to that seen in the other two cohorts. (see Figure 1.29).

**Figure 1.29 Math Basic Skills Students Transition to College Level Within 3 Years**

![Graph showing percentages of students enrolling and completing higher level courses in Fall 2002, Fall 2003, and Fall 2004.]

Source: SBCC Student Database
In ESL, 24% of the students new to the College in Fall 2004 who enrolled in at least one ESL course levels 1-4 and later enrolled in a level 5 ESL course within three years; but only 18% successfully completed this course within the same time frame (see Figure I.30). What is of note is that inspite of an increase in the percentage of students enrolling in a level 5 course from 20% to 24%, the percentage succeeding in these courses remains at 18%.

**Figure I.30 ESL Level 1-4 Students Transition to Level 5 Within 3 Years**

![Bar chart showing percentage of students enrolling and completing level 5 courses.]

*Source: SBCC Student Database*  
Fall 2002  | Fall 2003  | Fall 2004
--- | --- | ---
20.0% | 22.0% | 24.0%
10.0% | 10.0% | 10.0%
0.0% | 0.0% | 0.0%

**Semester and Cumulative GPA of Full-time Students**
The cumulative and semester GPAs of full-time students fluctuated over the period, dropping in Fall 2003 to the lowest averages and medians, and increasing again slightly in Fall 2004 (see Table I.31).

**Table I.31 Semester and Cumulative GPA of Full-time Students**

<table>
<thead>
<tr>
<th>Term</th>
<th>Semester GPA</th>
<th>Cumulative GPA at the End of Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Median</td>
</tr>
<tr>
<td>Fall 2002</td>
<td>2.60</td>
<td>2.83</td>
</tr>
<tr>
<td>Fall 2003</td>
<td>2.47</td>
<td>2.69</td>
</tr>
<tr>
<td>Fall 2004</td>
<td>2.52</td>
<td>2.75</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>2.52</td>
<td>2.75</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>2.49</td>
<td>2.75</td>
</tr>
</tbody>
</table>

*Source: SBCC Student Database*
Persistence Rates of Newly Matriculated Students
The first-to-second semester persistence rate of newly matriculated students increased between Fall 2002 and Fall 2003 from 79.8% to 86.5%, but has remained fairly stable in the years since (see Figure I.32).

Figure I.32 Persistence Rates of Newly Matriculated Students
Fall to Next Spring

The first-to-fourth semester persistence rates have remained fairly stable ranging from 56.8% to 58.5% (see Figure I.33).

Figure I.33 Persistence Rates of Newly Matriculated Students
First to Fourth Semester
Degrees and Certificates Awarded
The number of degrees awarded increased in 2003-04 and 2004-05, but then decreased in 2005-06 and 2006-07 (see Figure I.34). The number of certificates awarded also peaked in 2004-05, decreased slightly in 2005-06, and then increased again slightly in 2006-07.

Figure I.34 Number of Degrees Awarded by Type
2002-03 to 2006-07

There has been some fluctuation in the type of certificates awarded, with a record 505 transfer achievement certificates (TC) awarded in 2005-06, compared to a total of 338 other certificates in the same year (see Figure I.35).

Figure I.35 Number of Certificates Awarded by Type
2002-03 to 2006-07

Source: SBCC Student Database ——— TC ——— Other ——— Total Certificates
Number of Transfers
Overall, the number of students transferring from SBCC to UC and CSU campuses has increased over time, reaching its highest number ever in 2005-06, but dropped a bit in 2006-07 (see Figure I.36). SBCC continues to be one of the largest feeder schools to the UC system.

Figure I.36 Annual Transfers to UC and CSU

Source: SBCC Student Database
Student Right-to-Know Act Completion and Transfer Rate

In compliance with the Student-Right-to-Know and Campus Security Act of 1990, it is the policy of all California Community Colleges to make available its completion and transfer rates to all current or prospective students. The rates are calculated based on cohorts of first-time students starting in a fall semester who were full-time and had a goal of obtaining a certificate, degree or transfer. These cohorts are then tracked for a three-year period.

In spite of fluctuations from year to year, SBCC consistently achieved levels higher than the statewide rates for the five cohorts in both completion and transfer rates calculated with this methodology. Figure I.37 shows completion rates and figure I.38 transfer rates.

Figure I.37 Student Right-to-Know Completion Rates

![Completion Rate Chart]

Source: CCCCO

Figure I.38 Student Right-to-Know Transfer Rates

![Transfer Rate Chart]

Source: CCCCO
**Continuing Education Students Receiving a GED**

Overall, the number of GED completers increased across the period, from 101 in 2002-03 to 116 in 2006-07, but dropped to 58 in 2003-04, 99 in 2004-05 and 72 in 2005-06. The number of Adult High School (AHS) completers decreased slightly across the period, from 87 in 2002-03 to 75 in 2006-07 (see Figure I.39).

**Figure I.39 Number of Adult High School and GED Completers**

![Bar chart showing the number of AHS and GED completers from 2002-03 to 2006-07]

Source: Continuing Education Division

- AHS
- GED
Key Areas of Institutional Effectiveness in the Area of Student Learning, Achievement and Development

Over the past five years, the College maintained the levels of student success in the areas of persistence of newly matriculated students and overall course completions. In its first year of implementation the Partnership for Student Success is showing great signs of success, especially for students who enter the college in need of remediation in English and/or math. SBCC made progress in the completion rates of basic skills courses in Math, English and ESL. Students' progression through the sequence of basic skills courses and into college-level work has improved, but continues to concern the College. The annual transfers to UC and CSU campuses reached its highest point in 2005-06, however, the overall number of degrees and certificates decreased slightly in 2006-07.

College Action in the Area of Student Learning, Achievement and Development

The College will continue to maintain an atmosphere that supports quality instruction and promotes student success. Through the Partnership for Student Success initiative, SBCC will continue to make concerted efforts to increase student successful course completion and persistence, progression and completion of basic skills course sequences, degree attainment, transfers to four-year institutions and workforce preparation.
CHAPTER II
STUDENT OUTREACH AND RESPONSIVENESS TO THE COMMUNITY

In order to meet the needs of an increasingly diverse population, Santa Barbara City College is faced with the challenge of ensuring access to all students who can benefit from its courses and programs. The changing student population also requires high-quality instruction and support services responsive to the needs of all students, regardless of ethnicity, language, socioeconomic background, or disability.

Annual Full-time Equivalent Students (FTES)
The College experienced significant growth in FTES over the past five years. The total annual FTES of 17,149 represents an 11.5% increase compared to 2002-03 and a 2% increase compared to 2005-06 (this is actual growth rather than a comparison against the apportionment base that determines the growth for funding purposes). Much of this growth was generated by off-campus instructional offerings such as Dual Enrollment courses for high school students, courses for employees of various organizations through the Professional Development Center, online instruction, and the Life Fitness Center (see Figure II.1).

Figure II.1 Annual FTES
Credit Division

Credit Student Headcount
The credit student headcount increased steadily over the period. Fall 2006 represented a 15% increase over Fall 2002 and a 3.8% growth over Fall 2005 (see Figure II.2). As mentioned previously, most of the increase in the last four years has been off-campus and online.

Figure II.2 Credit Student Headcount
Fall 2002 - Fall 2006

Source: SBCC Student Database
**Full-time Student Headcount**

The number of full-time students (enrolled in 12 or more units) increased by 20% over the period, but the percentage of full-time students out of all SBCC students has remained fairly stable around 37% for the last four years (see Figure II.3). This comparison illustrates that the number of full-time students has kept pace with the overall growth the college has experienced.

**Figure II.3 Full-time Student Headcount**

*Fall 2002 - Fall 2006*

![Graph showing full-time student headcount from Fall 2002 to Fall 2006.](image-url)

Source: Student Database
High School Students Attending SBCC
The College has enhanced its outreach to local high schools, providing more opportunities for students to enroll in college-level courses while in high school. Beginning in Fall 1999, the Dual Enrollment Program has been expanded significantly in the years since. The number of high school students attending classes offered by SBCC decreased between Fall 2002 and Fall 2003, then increased steadily for the next three years (see Figure II.4). As a result of this increased growth in the number of dual enrollment students, the proportion of these students has increased from 8.3% to 11.7% of the total student population.

Figure II.4 High School Student Headcount
Fall 2002 - Fall 2006
First-Time SBCC Students from the District’s Local High Schools (San Marcos, Santa Barbara, Dos Pueblos, Carpinteria and Bishop)
The percentage of local high school graduates 19 or younger enrolling as first-time freshmen at SBCC in Fall 2006 was 46%, which is a 3.9% decrease from Fall 2005, and a 11.5% decrease from Fall 2002 (see Figure II.5).

Figure II.5 New Students from the District’s Local High Schools
Fall 2002 - Fall 2006

Online Student Headcount
By Fall 2006, online students represented 16.8% of all SBCC students, showing an increase of 1,039 students, or 52% over the past five years (see Figure II.6).

Figure II.6 Online Student Headcount
Fall 2002 - Fall 2006
**Percentage of District Adult Population Served by the Credit Program**

The Fall 2006 credit students 18 years of age or older - 15,750 - represented 10% of the SBCC District adult population of 158,963. The district adult population was taken from the UCSB Economic Impact Report for residents of the South Coast area.

**Credit Student Ethnic Composition Compared to the District’s Adult Population**

The ethnic composition of students enrolled in credit programs in Fall 2006 closely mirrored that of the SBCC District’s adult population. All minority groups at the college are at proportions that exceed what is seen in the district adult population. Latinos are 29% of SBCC students enrolled in credit programs, which is slightly higher than the 24.4% represented within the District’s adult population. Asians are 6% of SBCC students compared to 4.8% for the District’s adult population, and 2.4% of students were African-American compared to 1.4% in the District. Overall in Fall 2006, 42.5% of all SBCC students were from underrepresented ethnic groups, fostering a climate of social and cultural diversity (see Figure II.7).

**Figure II.7 Fall 2006 Credit Student Ethnic Composition vs. District Adult Population**

- **White**: 66.9%
- **Total Minorities**: 33.0%
- **Other Non-White**: 2.4%
- **Latino**: 24.4%
- **Asian**: 4.8%
- **African-American**: 1.4%

Source: SBCC Student Database & 2000 U.S. Census □ SBCC ■ District
Credit Gender Composition
Over the past five years, the gender composition in SBCC's credit programs remained stable, with slightly more female students than males each semester. In Fall 2006, there was a slight increase in the proportion of female students enrolled at SBCC than in previous semesters (see Figure II.8).

Figure II.8 Fall 2006 Credit Student Gender Composition

Source: SBCC Student Database

- Female
- Male
Credit Age Composition

In terms of age, the expansion of the high school Dual Enrollment Program led to an increase in the percentage of students 17 or younger, from 10.2% in Fall 2003 to 13.5% of the student population in Fall 2006. The largest category of participants continues to be 18 to 20 year olds, representing 33.2% of all credit students in Fall 2006, followed by 21 to 25 year olds, at 20.5%. The 26 to 29 age group dropped very slightly from 7.8% to 7.0% across the period. The 50 and over age group increased in size consistently over the five year period. The number of students 30 or older increased mainly due to the professional development studies courses that are taken primarily by employees in the College’s service area (see Figure II.9).

Figure II.9 Fall 2006 Credit Student Age Composition

Source: SBCC Student Database
Students with Disabilities Attending SBCC
Over the past five years, the number of students with disabilities enrolled in credit programs has increased. In 2006-07, SBCC’s Disabled Student Programs and Services qualified to receive state funding for 1,037 students. This represents a 25% increase from 2002-03, and a 15% increase from 2005-06 (see Figure II.10). The total number of disabled students consists of all SBCC students who reported having a disability, whereas the college only receives state funding for those students who have had at least four contacts with the Disabled Student Programs and Services office within an academic year.

Figure II.10 Number of Students with Disabilities Enrolled and State Funded
2002-03 to 2006-07

Source: MIS Data

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Enrolled</th>
<th>State Funded</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002-03</td>
<td>1,234</td>
<td>831</td>
</tr>
<tr>
<td>2003-04</td>
<td>1,343</td>
<td>935</td>
</tr>
<tr>
<td>2004-05</td>
<td>1,352</td>
<td>1,033</td>
</tr>
<tr>
<td>2005-06</td>
<td>1,419</td>
<td>899</td>
</tr>
<tr>
<td>2006-07</td>
<td>1,496</td>
<td>1,037</td>
</tr>
</tbody>
</table>
**EOPS Students Attending SBCC**

The number of EOPS students enrolled at SBCC has remained fairly steady over the last five years, but dropped to 1,181 in 2004-05 (a 9.2% decrease), and then grew to a high of 1,374 in 2005-06, which is a 16% increase over the prior year. The number of EOPS students dropped back slightly to 1,315 in 2006-07, which is a 4.3% decrease from the prior year, and is comparable to the level seen in 2002-03 (see Figure II.11).

**Figure II.11 EOPS Students**

2002-03 to 2006-07

Source: SBCC Student Database

- **Number**
- **% of all SBCC Students**

**Economically Disadvantaged Students Attending SBCC**

Overall, the number of economically disadvantaged students (defined as either in EOPS or receiving federal and/or state financial aid) increased by 34% over the last five years, but dropped by 4% in 2006-07 compared to the prior year (see Figure II.12).

**Figure II.12 Economically Disadvantaged Students**

2002-03 to 2006-07

Source: SBCC Student Database

- **Number**
- **% of all SBCC Students**
International Students Attending SBCC
The number of international students attending SBCC with F1 or F2 student visas increased by 8.3% from Fall 2005 to Fall 2006. International students with student visas represented 3.4% all credit students in Fall 2006, which represents a slight growth from 3.1% in Fall 2002 (see Figure II.13).

Figure II.13 Credit Students with Student Visas
Fall 2002 to Fall 2006

Out-of-State Students Attending SBCC
The number of out-of-state students attending SBCC decreased by 5.3% from Fall 2005 to Fall 2006. Out-of-State students represented 3.8% all credit students in Fall 2006, which represents a slight growth from 3.2% in Fall 2002 (see Figure II.14).

Figure II.14 Credit Students with Out-of-State Residency
Fall 2002 to Fall 2006
Course Enrollments in Employer-based Training, Work Experience, and Service Learning

Starting in Fall 1999, the College offered courses to employees of the county and later other employers in the area under the umbrella of the Employee University. In Summer 2001, the Board of Trustees approved the proposal to create the Professional Development Center, which would include professional development courses offered to employees of SBCC and other county employers. The first classes for SBCC employees were offered in Spring 2002. All courses offered through the Employee University and the Professional Development Center are open to all members of the community.

The Employer-based Training program has grown considerably over time, from 2,325 duplicated course enrollments in 2002-03 to 6,943 in 2006-07, which represents a 199% increase over the five year period. The General Work Experience and Service Learning program remained fairly stable across the period, with an 8% increase in duplicated course enrollments from 2004-05 to 2005-06, followed by a 14% decrease in 2006-07 (see Table II.15).

Table II.15 Annual Course Enrollments in Employer-based Training, Work Experience and Service Learning

<table>
<thead>
<tr>
<th>Year</th>
<th>Employer-based Training</th>
<th>Work Experience and Service Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002-03</td>
<td>2,325</td>
<td>1,262</td>
</tr>
<tr>
<td>2003-04</td>
<td>4,066</td>
<td>1,272</td>
</tr>
<tr>
<td>2004-05</td>
<td>5,058</td>
<td>1,236</td>
</tr>
<tr>
<td>2005-06</td>
<td>5,796</td>
<td>1,360</td>
</tr>
<tr>
<td>2006-07</td>
<td>6,943</td>
<td>1,165</td>
</tr>
</tbody>
</table>

Source: SBCC Student Database
Continuing Education Division

Continuing Education Student Headcount
The total unduplicated number of students in the Continuing Education division decreased by 11.2% over the first three academic years in the period, from 46,826 in 2002-03 to 41,590 in 2004-05. However, in 2005-06 there was an 18% increase in enrollment, and another 5.8% increase in 2006-07, which represents a 10.8% increase over the five-year period (see Figure II.16).

Figure II.16 Continuing Education Student Headcount

Percentage of District Adult Population Served by Non-credit Program
In 2006-07, SBCC’s Continuing Education Division served 51,898 students or 33% of the District’s adult population, which means approximately one out of every three adults in the community is taking non-credit classes at the college. When the credit and non-credit students are combined, SBCC served 43% of the College’s District adult population.
Continuing Education Student Ethnic Composition Compared to the District's Adult Population

The ethnic composition of students in Continuing Education programs is fairly close to the District's adult population. For example, Latino participation represented 20% of all students during the 2006-07 academic year, and slightly less than 24.4% for the District's adult population. Asian students represented 3.3% compared to 4.8% in the District. African-American students constituted 1.0% compared to 1.4% (see Figure II.17). However, please note that 21% of Continuing Education students did not provide their ethnicity information in 2006-07.

Figure II.17 2006-07 Continuing Education Student Ethnic Composition vs. District Adult Population

Source: SBCC Student Database & 2000 U.S. Census  □ Cont Ed  □ District
**Continuing Education Gender Composition**

Over the past five years, participation in SBCC’s Continuing Education programs by gender remained stable, with significantly more female students than males each semester. In Fall 2006, 66.2% of students were female, compared to only 33.8% male (see Figure II.18).

**Figure II.18 2006-07 Continuing Education Student Gender Composition**

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<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>65.5%</td>
<td>64.5%</td>
<td>65.3%</td>
<td>66.5%</td>
<td>66.2%</td>
</tr>
<tr>
<td>Male</td>
<td>34.5%</td>
<td>35.5%</td>
<td>34.7%</td>
<td>33.5%</td>
<td>33.8%</td>
</tr>
</tbody>
</table>

Source: SBCC Student Database

- □ Female
- □ Male
**Continuing Education Age Composition**

The largest category of participants in Continuing Education programs continues to be 45 to 64 year olds, representing 31.3% of all students, followed by students age 65 and over, which represented 22.6% of students in 2006-07. The latter group increased slightly over the period, whereas all other age groups decreased slightly. The largest growth occurred among students who did not provide their birthdates, increasing steadily from 4.6% in 2002-03 to 9.8% in 2006-07 (see Figure II.19).

**Figure II.19 2006-07 Continuing Education Student Age Composition**

Source: SBCC Student Database
Institutional Effectiveness in the Area of Student Outreach and Responsiveness to the Community

Over the past five years, the College has made substantial progress in enhancing student access. The College has created new instructional options through its Online College and professional development courses for employees and expanded existing programs to ensure that all segments of the population in the District can take advantage of an affordable higher education. SBCC has been successful in developing and maintaining a student body that reflects the diversity of the College’s service area. The College’s mix of credit and non-credit instructional programs enhances this diversity.

College Action in the Area of Student Outreach and Responsiveness to the Community

The College will continue its educational efforts for students, faculty, and staff in understanding and appreciating the social, demographic, and cultural diversity within the College community. SBCC will continue to fulfill its responsibilities to accommodate existing students, and reach out to the underserved segments of the population in our community, who seek the essential advantages that higher education provides.
CHAPTER III
FACULTY AND STAFF

Permanent Faculty, Staff and Managers
The total number of permanent faculty increased slightly (1.2%) from 258 in 2005-06 to 261 in 2006-07. Classified staff also grew from 291 in 2005-06 to 307 in 2006-07, a 5.5% increase. The number of administrators/managers dropped slightly from 62 in 2005-06 to 60 in 2006-07, which represents a 3.2% decrease (see Figure III.1). Over the five-year period, permanent faculty increased by 7.4% (18), classified staff by 8.1% (23), but administrators/managers decreased by 14.3% (10).

Figure III.1 Permanent Faculty, Staff and Managers
2002-03 to 2006-07

Source: HR Database
- FT Faculty
- Classified Staff
- Admin/Mgrs
Faculty and staff diversity continues to be a statewide and College initiative. Its development is achieved in large part through the hiring process.

**Gender Composition of Faculty and Staff**
The proportion of women among permanent faculty and staff increased slightly over the past five years; from 53% to 56% among faculty and from 60% to 62% among staff. However, this proportion has fluctuated more among administrators and managers from a high of 59% in 2003-04 to a low of 55% in 2005-06 and back to 58% in 2006-07 (see Figure III.2).

**Figure III.2 Percent Women Among Permanent Faculty, Staff and Managers 2002-03 to 2006-07**
Ethnic Composition of Faculty and Staff
The percentage of minorities among classified staff has remained stable at 39% over the past five years. A slight increase can be seen among full-time faculty from 16% to 18% during this same period, but the proportion of minorities among administrators and managers has decreased from 21% in 2002-03 to a low of 16% in 2005-06, rebounding slightly to 18% in 2006-07. What is of note is that the percentage of minorities among full-time faculty and administrators is less than half the proportion seen among classified staff. In addition, these proportions do not match the proportion of minorities seen among SBCC students or in the community served by the college. (see Figure III.3).

Figure III.3 Percent Minorities Among Permanent Faculty, Staff and Managers 2002-03 to 2006-07
Ethnic Composition of New College Hires

Over the past five years there was a fluctuating number of ethnic minorities hired to fill permanent faculty, classified staff and administrative/management vacancies (see Table III.4).

<table>
<thead>
<tr>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>10</td>
<td>9</td>
<td>17</td>
<td>16</td>
<td>10</td>
</tr>
<tr>
<td>Minority Faculty</td>
<td>1</td>
<td>1</td>
<td>6</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Staff</td>
<td>17</td>
<td>29</td>
<td>35</td>
<td>36</td>
<td>45</td>
</tr>
<tr>
<td>Minority Staff</td>
<td>6</td>
<td>17</td>
<td>9</td>
<td>17</td>
<td>18</td>
</tr>
<tr>
<td>Management</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>Minority Management</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

Source: HR Database

Opportunities for Professional Development

At SBCC, the Human Resources and Legal Affairs Division (HRLA) is responsible for coordinating professional development for classified and management employees. HRLA oversees the training incentive program, which includes a system of stipends available to managers and classified staff. This system serves a similar purpose to the opportunities for faculty to advance on the salary schedule based on completed units. Courses offered in the Staff Resource Center (SRC), the Professional Development Center (PDC) and Online training courses can be the basis for employees to earn these stipends. The total number of both permanent and hourly staff and managers served by these centers is shown in Table III.5.

<table>
<thead>
<tr>
<th>Table III.5 SBCC Employee Participation in SRC, PDC and Online Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year</td>
</tr>
<tr>
<td>--------------</td>
</tr>
<tr>
<td>2002-03</td>
</tr>
<tr>
<td>2003-04</td>
</tr>
<tr>
<td>2004-05</td>
</tr>
<tr>
<td>2005-06</td>
</tr>
<tr>
<td>2006-07</td>
</tr>
</tbody>
</table>

Source: SBCC Student Database & IT
Percent Growth in FTES Compared to Percent Growth in Permanent Employees

New permanent faculty positions are determined by the state funded growth in FTES. In two of the four years studied here, faculty increases have outpaced FTES growth, staff increases did not keep pace in three of the four years, and manager increases have not kept pace with FTES growth (see Table III.6).

Table III.6 Percent Growth in FTES Compared to Percent Growth in Permanent Employees

<table>
<thead>
<tr>
<th>Year</th>
<th>% Growth Faculty</th>
<th>% Growth Staff</th>
<th>% Growth Managers</th>
<th>% Growth FTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002-03 to</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2003-04</td>
<td>-1.23%</td>
<td>0%</td>
<td>-10.00%</td>
<td>4.50%</td>
</tr>
<tr>
<td>2003-04 to</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2004-05</td>
<td>2.92%</td>
<td>0%</td>
<td>-3.17%</td>
<td>1.66%</td>
</tr>
<tr>
<td>2004-05 to</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2005-06</td>
<td>4.45%</td>
<td>2.46%</td>
<td>1.64%</td>
<td>3.07%</td>
</tr>
<tr>
<td>2005-06 to</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2006-07</td>
<td>1.20%</td>
<td>5.50%</td>
<td>-3.23%</td>
<td>1.81%</td>
</tr>
</tbody>
</table>

Source: HR and SBCC Student Databases

Institutional Effectiveness in the Area of Faculty and Staff

Over the past five years, the percentage of women increased for faculty and permanent staff, but fluctuated from year to year for management. The percentage of minorities among permanent faculty increased slightly, remained stable among staff, and fluctuated slightly over the period for management. However, the low proportions of minorities among full-time faculty and administrators have implications for the college's efforts in recruiting for these positions.

College Action in the Area of Faculty and Staff

The College will expand its efforts to hire high quality, diverse faculty and administrators.
CHAPTER IV
GOVERNANCE AND MANAGEMENT

Progress in the Implementation and Development of the Intranet Portal and Decision Support System

The College has approached the development of its Intranet from the perspective of knowledge management. The key goals of this initiative include:

• improve access to College information;
• improve understanding and use of College information;
• improve institutional decision-making; and
• improve collaboration and communication among College departments.

The College has identified and implemented a number of key components within the knowledge management framework in order for the institution to achieve these goals. Of primary importance is the ongoing development of our decision support system to support the operational, evaluation, research and planning functions within the institution. A second key area is document management.

To date the College has selected and implemented the Banner Enterprise Resource Planning (ERP) software suite which includes; the student information system, financial aid, finance, human resource modules, and the Luminis Portal (Intranet). Additionally progress has been made in the document management area with the selection of Xythos and its integration with the Luminis Portal.

The decision support structure is being reengineered to accommodate the use of an Operation Data Store (ODS), Electronic Data Warehouse, and the recently implemented Banner ERP. The Office of Institutional Advancement, Research and Planning, in collaboration with the Information Technology Division, continues to develop and redefine the decision support framework through the use of this newly implemented technology and several reporting tools including Argos, Oracle Discoverer, and the Banner report engine. This structure will contain a wide array of customizable reports regarding enrollments, courses, faculty, degrees, and financial information. All managers, deans, department chairs, selected faculty and staff have access to enrollment related reports. The finance reports are available to the entire staff.
CHAPTER V
APPLICATIONS OF TECHNOLOGY

Ratio of the Number of Computers Available on Campus per Full Time Equivalent Students (FTES)

The growth in computers has resulted from primarily increases in faculty and computer lab development over the last five years, including the implementation of the Digital Arts Center, a video production lab, assessment testing lab, the Earth and Biological Sciences computer classroom and labs, the Cybercenter, and expanded labs in the Library. In general, the increases in computers on campus have paced the growth in FTES over the period (see Table V.1).

Table V.1 Ratio of FTES to the Number of On-campus Computers

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td># Computers</td>
<td>1,495</td>
<td>1,570</td>
<td>1,589</td>
<td>1,645</td>
<td>1,723</td>
</tr>
<tr>
<td>Total FTES</td>
<td>15,379</td>
<td>16,075</td>
<td>16,342</td>
<td>16,844</td>
<td>17,149</td>
</tr>
<tr>
<td>Ratio FTES/# Computers</td>
<td>10.3</td>
<td>10.2</td>
<td>10.3</td>
<td>10.2</td>
<td>10.0</td>
</tr>
</tbody>
</table>

Source: Information Technology

Ability to Renew and Replace Technology Equipment on a Regular Basis, as Measured by:

a. Average Age of Computers and Servers at Time of Replacement

In 1999-2000, the District Technology Committee and the College Planning Council decided to move from a five-year to a four-year replacement cycle for faculty and staff computers, and to three-year and four-year replacement cycles for instructional computer classrooms and labs respectively. During the budget reductions for 2003-04, the College moved to a four-year replacement cycle for all desktop machines and most computer labs. At the server level, the drop in the average age of server replacements has resulted from the influx of new administrative servers for Banner and the moving of stand-alone servers to the new Virtual Server Cluster. The larger servers for core administrative systems continue to have a useful life of five to six years (see Table V.2).

Table V.2 Average Age of Computers and Servers at Time of Replacement

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Age of Computers (Years)</td>
<td>4.1</td>
<td>4.5</td>
<td>4.6</td>
<td>4.3</td>
<td>4.1</td>
</tr>
<tr>
<td>Age of Servers (Years)</td>
<td>5.4</td>
<td>4.8</td>
<td>4.9</td>
<td>4.8</td>
<td>4.5</td>
</tr>
</tbody>
</table>

Source: Information Technology 57
b. Annual Expenditures for Technology Replacement as a Percentage of Technology Inventory

The increase in expenditures for technology equipment replacement reflects both the growing inventory of equipment and the move to a four-year replacement cycle for desktop computers. It is anticipated that replacement costs as a percentage of inventory will range between 20 and 25% of inventory, based on the number of computers in the replacement cycle each year (see Table V.3). Due to budget reductions for the 2003-04 year, however, the percentage replacement fell far short of this target. However by the 2004-05 budget year, the refresh budget was restored and a normal refresh cycle is averaging between 20 and 25% of inventory with a little catch-up in 2004-05 and 2005-06.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Replacement Expenditures ($M)</td>
<td>$1.87</td>
<td>$0.88</td>
<td>$0.48</td>
<td>$1.26</td>
<td>$1.30</td>
</tr>
<tr>
<td>% of Inventory</td>
<td>23.3%</td>
<td>10.4%</td>
<td>21.8%</td>
<td>26.1%</td>
<td>26.8%</td>
</tr>
</tbody>
</table>

Source: Information Technology

c. Technology Equipment Reserve Amounts for Committed Replacements and for Contingency Funding

The College had to grow its technology equipment replacement contingency in order to continue funding replacement costs during periods of shortfalls in state technology equipment replacement funding (see Table V.4). The targeted level of $2.4 million provided for two years of equipment replacement funding without state revenue. These funds were reduced in 2002-03 to backfill for budget cuts in the Technology and Telecommunications Infrastructure Program. Due to 2003-04 budget cuts, these reserve funds were reduced significantly to pay for needed computer renewals during that year. However, in 2005-06 all contingency funds were diverted to funding the Banner implementation project thus reducing the reserve to zero.

<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Committed Replacements ($M)</td>
<td>$0.30</td>
<td>$0.75</td>
<td>$0.85</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>Contingency ($M)</td>
<td>$2.10</td>
<td>$1.60</td>
<td>$1.30</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
</tbody>
</table>

Source: Information Technology
Ability to Fund New Technology Initiatives Each Year

a. Expenditures for New Technology Projects

Funding for new technology initiatives has been supplied by two primary sources. First, Partnership for Excellence and Instructional Equipment funding was used to support many new instructional technology initiatives. Expenditures to implement new administrative applications have been funded through a $2.9 million allocation by the Board of Trustees for the conversion project in 1997-98 and the use of one-time funds from the Equipment Replacement funds (see Table V.5). Budget cuts for the 2003-04 year placed funding for new technology initiatives on hold, and required the College to seek private funding for several important technology projects, including the construction of a cyber support center for SBCC students in the Campus Center and the expansion of the Math Computer Lab in the IDC building. Categorical funds were used to fund the purchase and installation of a new document imaging system for student transcript information. The College Planning Council (CPC) recommended an ongoing budget line for new technology initiatives in the amount of $300K during the budgeting process for 2005-06, but it has not yet been submitted for board approval due to budget constraints and with talks of state revenue shortfalls this year and into the future it is doubtful these funds will be available in the foreseeable future.

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>New Technology Projects ($ K)</td>
<td>$105</td>
<td>$45</td>
<td>$0</td>
<td>$34</td>
<td>$18</td>
</tr>
<tr>
<td>Conversion Project ($ K)</td>
<td>$499</td>
<td>$678</td>
<td>$2,442</td>
<td>$1,704</td>
<td>$392</td>
</tr>
</tbody>
</table>

Source: Information Technology

b. Stated Benefits of New Initiatives

Most of the campus instructional labs have been funded by new technology funding. In addition, funding for new technology-mediated classrooms has been from the general fund for new initiatives. New funds have also supported the development of the Online College and the implementation of the SBCC Pipeline student portal. In terms of administrative applications, we are in the middle of a multi-year conversion to the Banner system that has been funded as a top priority.
Ability to Support and Maintain Instructional Computer Classrooms and Labs as Measured by the Ratio of Instructional Computer Lab Coordinators (ICLCs) to the Number of Computers in such Facilities

This ratio has remained fairly stable over the past five years (see Table V.6). Two new ILCs were added when the Digital Arts Center was opened in 1999 with 156 computer stations. Smaller labs such as Assessment and Health Technologies opened without direct ICLC support, thereby increasing the ratio. In 2001-02, Continuing Education used Partnership for Excellence funds to support a Network Administrator position to oversee instructional labs. Partnership for Excellence funds were also used to create a Coordinator of Instructional Computer Labs position to oversee the credit program. The opening of the student support Cybercenter in 2004-05 added 25 computers for direct student access, and a new ICLC position to provide technical support. However, the ever-increasing number of lab machines has slowly driven the ratio of computers to support staff to the level it was in 2000-01, suggesting we need to add yet another ICLC support position to maintain a reasonable staff/equipment ratio.

Table V.6 Ratio of Computers in Classrooms and Labs/ Instructional Computer Lab Coordinators

<table>
<thead>
<tr>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td># Computers</td>
<td>990</td>
<td>1,010</td>
<td>1,075</td>
<td>1,135</td>
<td>1,167</td>
</tr>
<tr>
<td># ILCs</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Ratio</td>
<td>110</td>
<td>112</td>
<td>119</td>
<td>114</td>
<td>117</td>
</tr>
</tbody>
</table>

Source: Information Technology
Ability of the Institution to Support and Maintain its Network and Telecommunications Infrastructure, Based on the Following Measures:

a. Ratio of Network Administrators to Number of Network Users and Servers

The growth of network administrators has been driven by the increasing scope and complexity of the campus’ network and Internet structures (see Table V.7). Management of network security has also increased significantly with the installation of a campus firewall and more Web services being made available to students, faculty and staff. The College is making efforts to consolidate the number of individual servers supporting networking and administrative applications. The growth in the number of network users is primarily a result of increased use of the campus network environment by more adjunct faculty.

Table V.7 Ratio of Network Administrators (FTE) to Number of Users and Servers

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<tr>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td># Users</td>
<td>1,205</td>
<td>1,420</td>
<td>1,530</td>
<td>1,556</td>
<td>1,623</td>
</tr>
<tr>
<td># FTE</td>
<td>5.0</td>
<td>5.0</td>
<td>5.0</td>
<td>6.0</td>
<td>6.0</td>
</tr>
<tr>
<td>Ratio</td>
<td>241</td>
<td>284</td>
<td>306</td>
<td>259</td>
<td>271</td>
</tr>
<tr>
<td># Servers</td>
<td>28</td>
<td>26</td>
<td>29</td>
<td>44</td>
<td>52</td>
</tr>
<tr>
<td># FTE</td>
<td>5.0</td>
<td>5.0</td>
<td>5.0</td>
<td>6.0</td>
<td>6.0</td>
</tr>
<tr>
<td>Ratio</td>
<td>5.6</td>
<td>5.2</td>
<td>5.8</td>
<td>7.3</td>
<td>8.7</td>
</tr>
</tbody>
</table>

Source: Information Technology
b. Utilization of Internet Bandwidth Capacity

These measures of peak Internet bandwidth capacity in Table V.8 indicate the overall utilization of the SBCC network connectivity to the Internet. While the network may experience near capacity loading in very short periods during peak instructional hours, there is still room for growth in Internet use. This is due to the increase in available bandwidth. In 2001-02, the addition of a 9.0 megabit per second connection through Sprint was installed to supplement the 3.0 megabit per second connection through 4CNet. During the 2003-04 academic year, the college moved to a 45 megabit per second connection to the Internet, which resulted in an apparent decrease in the usage, but in actuality it simply reflects that the college took a couple of years to expand its usage to take advantage of the newly available capacity. This increased capacity was achieved through a conversion of all California Community Colleges to the new California Education Network Infrastructure Corporation (CENIC), which is a non-profit corporation supporting California educational institutions. This increased bandwidth provided additional capacity to accommodate SBCC's Internet traffic growth for the rest of the decade.

Table V.8 Percent Utilization of Internet Bandwidth Capacity

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>% Inbound</td>
<td>64.1%</td>
<td>17.2%</td>
<td>24.6%</td>
<td>35.6%</td>
<td>47.4%</td>
</tr>
<tr>
<td>% Outbound</td>
<td>17.8%</td>
<td>2.8%</td>
<td>3.9%</td>
<td>11.7%</td>
<td>13.3%</td>
</tr>
<tr>
<td>Total %</td>
<td>81.9%</td>
<td>20.0%</td>
<td>28.5%</td>
<td>47.3%</td>
<td>60.7%</td>
</tr>
</tbody>
</table>

Source: Information Technology
c. Ratio of User Support and Training Staff to Total Faculty and Staff

The number of user support and training staff remained constant over the last seven-year period, while the number of SBCC faculty and staff has increased substantially (see Table V.9). This has resulted in increased demands for support and training, and has stretched the capacity of the support staff to respond in a timely fashion and to provide all technical training desired by the institution. The demands on the User Support and Training staff were increased in 2003-04 due to required budget reductions that eliminated hourly support staff for these functions. The actual ratios are much higher if the support given to the large number of part-time hourly faculty and staff was included in the calculation.

Table V.9 Ratio of User Support and Training Staff (FTE) to Permanent Faculty and Staff

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td># Permanent</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employees (hourly</td>
<td>597</td>
<td>587</td>
<td>592</td>
<td>611</td>
<td>628</td>
</tr>
<tr>
<td>faculty and staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>not included)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># Support FTE</td>
<td>4.0</td>
<td>4.0</td>
<td>4.0</td>
<td>4.0</td>
<td>4.0</td>
</tr>
<tr>
<td>Ratio</td>
<td>149.3</td>
<td>146.8</td>
<td>148.0</td>
<td>152.8</td>
<td>157.0</td>
</tr>
</tbody>
</table>

Source: Information Technology
Ability to Support 24/7 Access Year-Round to the College's Web Applications, as Measured by the Percentage of Available "Up-Time"

While this ratio indicates a relatively high level of "up-time," the five to seven days of downtime seen between 2002 and 2005 had significant business implications for College operations. This is especially true in light of increasing use of Web-based services on an "anytime/anywhere" basis. Over the last two years, the College has substantially improved this performance index to greater than 99.5% availability by increasing network server, storage, and communications redundancy. The College engaged in a substantial remodeling project of the campus server rooms to provide redundant electrical power, improved air conditioning capabilities, and a new backup generator to improve systems availability.

Table V.10 Ratio of "Up-Time" to Total Hours of Operation

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td># of Down Days</td>
<td>7.0</td>
<td>5.0</td>
<td>6.2</td>
<td>1.4</td>
<td>0.8</td>
</tr>
<tr>
<td># of Total Days</td>
<td>365</td>
<td>365</td>
<td>365</td>
<td>365</td>
<td>365</td>
</tr>
<tr>
<td>Up-Time Ratio</td>
<td>98.1%</td>
<td>98.6%</td>
<td>98.3%</td>
<td>99.6%</td>
<td>99.8%</td>
</tr>
</tbody>
</table>

Source: Information Technology

Availability of Student Services Online

Students have had the ability to apply online since the Fall 2000 term. With the campus-wide implementation of Campus Pipeline in Fall 2002, students have gained improved access to information and instructional course content. This includes access to transfer information through the DARS degree audit system as well as course grade lookup capabilities. With the rollout of the new Banner student system in the Spring of 2007 and the integration of Campus Pipeline into the Banner system, students now have online access to most student services from submitting a college application to registering for their classes to making payment for college courses.
Institutional Effectiveness in the Area of Applications of Technology

Over the past seven years, the College has made significant progress in the deployment of new technologies in support of instruction, services, and overall operations. The Online College first offered classes in Fall 1998 and expanded very rapidly, becoming an important component of SBCC's instructional offerings. In terms of computer workstations, the College has expanded its infrastructure to support the growth in faculty, staff and students. The number of staff providing network maintenance, user support, and training has remained fairly stable over the period whereas the demands have increased significantly.

College Action in the Area of Applications of Technology

During the past three years, a number of new initiatives have been planned and implemented including: the new Banner ERP system, integration of the Campus Pipeline portal with the new Banner student system, implementation of single-sign-on capability in the Campus Pipeline portal providing easy access to other third-party systems from a single login to the student portal, expansion of the campus wireless network, implementation and support for a new campus ID card system that provides debit card functionality, and the deployment of web-based file storage for all college faculty, staff, and students that is accessible from any networked computer anywhere in the world.
CHAPTER VI
FACILITIES

Square Footage
The overall space available for instructional and non-instructional activities at the College (including the two Continuing Education centers) increased in 2003-04, 2004-05 and 2005-06, but remained the same in 2006-07. The overall space available in 2006-07 was 686,345 square feet, of which 468,642 or 68% was dedicated to instruction (see Figure VI.1). The percentage of space utilized for instruction increased from 67% in 2002-03 to 68% in 2006-07.

Figure VI.1 SBCC Building Space - Square Footage
2002-03 to 2006-07

Preliminary research regarding the utilization of instructional space in terms of room scheduling between 8:00 a.m. and 10:00 p.m. Monday through Friday, suggests that the percent of utilization varies depending on the day of the week.

Percent Utilization of Instructional Space

Energy Utilization/Square Foot
Table VI.2 Cost of Electricity, Gas and Water per Square Foot
2002 to 2006

<table>
<thead>
<tr>
<th>Calendar Yr</th>
<th>$Electricity/Sq. Foot</th>
<th>$Gas/Sq. Foot</th>
<th>$Water/Sq. Foot</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>$1.83</td>
<td>$0.18</td>
<td>$0.19</td>
</tr>
<tr>
<td>2003</td>
<td>$1.40</td>
<td>$0.20</td>
<td>$0.27</td>
</tr>
<tr>
<td>2004</td>
<td>$1.38</td>
<td>$0.25</td>
<td>$0.25</td>
</tr>
<tr>
<td>2005</td>
<td>$1.51</td>
<td>$0.29</td>
<td>$0.21</td>
</tr>
<tr>
<td>2006</td>
<td>$1.64</td>
<td>$0.22</td>
<td>$0.22</td>
</tr>
</tbody>
</table>

Source: Facilities & Operations

Annual Expenditures for Maintenance and Upkeep of Facilities
The annual expenditures for the maintenance and upkeep of facilities increased by 8.5% between 2002-03 and 2006-07 (see Figure VI.3).

Figure VI.3 Annual Expenditures for Maintenance and Upkeep of Facilities
2002-03 to 2006-07

Institutional Effectiveness in the Area of Facilities
The College is committed to maintaining a physical environment that provides the best possible conditions, within the resources available, for teaching and learning and for conducting the operations of various College services and units. The annual expenditures for maintenance and upkeep of facilities demonstrate this commitment.

College Action in the Area of Facilities
The College will need to continue its efforts in ensuring an appropriate level of maintenance and upkeep of facilities and explore options for renewing and upgrading its infrastructure, especially as new facilities are added and existing facilities are renovated.
CHAPTER VII
FISCAL SUPPORT

The fiscal condition of the College continues to be a priority for the Board of Trustees, management, faculty, and staff of the institution.

Average Funding per FTES
The average state funding for the California Community Colleges continues to lag behind the funding provided to California K-12, CSU and UC systems, and the funding for SBCC specifically is lower than the statewide average (see Figure VII.1).

Figure VII.1 Average State Unrestricted General Funds per FTES 2004-05 to 2006-07

Source: Accounting Office
General Fund (Unrestricted and Restricted) Revenues and Expenditures per FTES
Total revenues per FTES from the general fund, including both restricted and unrestricted, increased by 17.6% between 2004-05 and 2006-07, and expenditures per FTES also increased by 14% during this time (see Figure VII.2). The difference between revenues and expenditures per FTES is due to the annual transfers to the capital expenditure funds.

Figure VII.2 Revenues and Expenditures per FTES
2004-05 to 2006-07

State General Apportionment as a Percentage of Total Revenue
This percentage increased to its highest point - 47% - in 2006-07; up from 44% in 2005-06, 39% in 2004-05 and 38% in 2003-04.

Restricted Revenues as a Percentage of Total Revenue
Restricted revenues represented 15% of the total revenue in 2006-07, which is a slight decrease from 16% in 2005-06 and 18% in 2004-05.

Ratio Total FTES to Total Permanent Employees
This ratio remained at 28 FTES per permanent employee in 2006-07, after increasing by two in 2004-05, and increasing by one in 2003-04. The ratio had remained constant over the four previous years at 25 FTES per permanent employee.
Salaries and Fringe Benefits

Fringe benefits (excluding STRS and PERS) represent 14% of salaries, and STRS and PERS constitute an additional 7% of salaries. These levels remained the same in 2006-07 as in the previous year. Total salaries and benefits represented 82.8% of total expenditures in 2006-07, which is a decrease from 87% in 2002-03 (see Figure VII.3). As a result of such high proportions of the budget expenditures dedicated to salaries, discretionary funds that the College can spend on new initiatives or to enhance support of existing projects are limited.

Figure VII.3 Salaries & Benefits as a Percent of Total Expenditures 2002-03 to 2006-07

Instructional salaries and benefits represented 54.2% of total expenditures in 2006-07, which is a slight increase from 52.1% in 2002-03 (see Figure VII.4). The College is in compliance with Education Code Section 84362 (i.e., the 50% Law).

Figure VII.4 Instructional Salaries & Benefits as a Percent of Total Expenditures 2002-03 to 2006-07
State Cost of Living Adjustment (COLA) versus Consumer Price Index (CPI) Increases

In 2003-04 through 2005-06, the percentage increase in the annual CPI for all products for the Southern California region exceeded the state COLA. However, in 2006-07, state COLA exceeded the annual CPI by nearly 3% (see Table VII.5).

<table>
<thead>
<tr>
<th></th>
<th>2003-04</th>
<th>2004-05</th>
<th>2005-06</th>
<th>2006-07</th>
<th>4-Year Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>COLA</td>
<td>0.00%</td>
<td>2.41%</td>
<td>4.23%</td>
<td>5.92%</td>
<td>3.14%</td>
</tr>
<tr>
<td>CPI</td>
<td>3.97%</td>
<td>3.61%</td>
<td>5.18%</td>
<td>2.94%</td>
<td>3.93%</td>
</tr>
</tbody>
</table>

Source: Accounting Office

Capital Outlay Expenditures

The capital outlay expenditures as a percentage of total revenues (including general, equipment and construction funds) fluctuated only slightly across the five-year period from a low of 5.4% in 2003-04 to a high of 11.7% in 2005-06 (see Figure VII.6).

Figure VII.6 Capital Outlay Expenditures as a Percent of Total Revenues 2002-03 to 2006-07

Source: Accounting Office

% of Total Revenues
**Fund Balance as a Percentage of Operating Expenses**

General fund balances as a percentage of operating expenses fluctuated slightly across the five-year period from a high of 20.6% in 2003-04 to a low of 11.9% in 2005-06 (see Figure VII.7).

![Figure VII.7 General Fund Balance as a Percent of Operating Expenditures 2002-03 to 2006-07](image)

**The Foundation for SBCC**

The Foundation for SBCC was established in 1976 as a not-for-profit 501(c) (3) corporation with the purpose of supporting the College’s mission. The primary mission of the Foundation is to provide financial support that aids SBCC in achieving a level of excellence beyond what is possible with state funding. The total amount raised annually by the Foundation increased by 76.6% between 2002-03 and 2006-07 from $5.8M to $10.2M (see Figure VII.8).

![Figure VII.8 Foundation Annual Funds Raised 2002-03 to 2006-07](image)
Institutional Effectiveness in the Area of Fiscal Support
During the years of severe fiscal instability, the Board of Trustees and the administration avoided significant fiscal problems by diligently developing and administering the budget. The recent improvements in the California Community Colleges' budgets have had a significant impact on the college's ability to fund new initiatives. However, the effort to maximize the efficient use of those resources must continue because the future of the state budget is always vulnerable to downturns.

College Action in the Area of Fiscal Support
The College is continuing to utilize business process reengineering techniques to maximize the use of resources, meet long-term budget limitations, provide faculty and staff salary increases, and add staffing whenever possible.
Mission Statement
Senate Final Draft 26 March 2008

Santa Barbara City College is committed to the success of each student, providing a variety of ways for students to access outstanding and affordable higher education programs that foster lifelong learning. SBCC works to ensure academic success for all students as they earn a degree or certificate, prepare for transfer, or gain the occupational competencies and academic skills needed to advance in their careers.

The College serves all segments of the community by maintaining quality programs, by collaborating with local organizations to identify new educational needs and develop programs to meet those needs, and by continually expanding its efforts to meet the educational needs of traditionally under-served groups. The College responds to the needs of the broader Santa Barbara community by offering a comprehensive continuing (adult) education program and developing programs that support economic development. As part of that larger community, SBCC is also committed to adopting sustainable practices and exercising good citizenship.

SBCC promotes student learning and development through the attainment of Institutional Student Learning Outcomes that measure student achievement in critical thinking, problem solving, and creative thinking; communication; quantitative analysis and scientific reasoning; social, cultural, environmental, and aesthetic perspectives; information, technology, and media literacy; personal, academic, and career development.
Core Principles

Santa Barbara City College encourages and supports instructional improvement and innovation that increases the quality, efficiency, and effectiveness of its programs based upon these core principles:

- Policies, practices, and programs that are student-centered;
- Collaborative shared governance involving all segments of the College community;
- An environment that is psychologically and physically supportive of teaching and student learning;
- A free exchange of ideas in a community of learners that embraces the full spectrum of human diversity;
- A commitment to excellence in all College endeavors.
Outline of Preliminary Goals and Objectives
for College Plan 2008-2011

STUDENT LEARNING, ACHIEVEMENT, AND DEVELOPMENT

Goal 1. Increase Credit Division Student Success through innovative instruction and student support programs that address the needs of a diverse college population

Objective 1.1 – Achieve the objectives in the Partnership for Student Success to increase participation and improve success and persistence in the following programs:

- Gateway Program
- Online College
- Writing Center
- Math Lab
- Academic Achievement Zone

Objective 1.2 – Increase the percentage of students successfully completing courses and persisting from term to term, and the number of students earning degrees and certificates and transferring to four-year institutions, among all students paying special attention to equity in performance among students of different ages, genders, ethnicities, income levels, languages, as well as those who transition from non-credit programs.

Objective 1.3 – Increase the percentage of students who progress through the basic skills and ESL sequences and the transition from these courses to college-level courses.

Objective 1.4 – Initiate the SLO cycle in at least 90 percent of all credit courses and programs and complete the SLO cycle in at least half of all credit courses and programs.

Objective 1.5 – Increase the percentage of students completing courses, degrees, and certificates in the career technical programs.

Objective 1.6 – Use current and new technologies that are designed or can be adapted to enhance student learning.
Outline of Preliminary Goals and Objectives
for College Plan 2008-2011

STUDENT LEARNING, ACHIEVEMENT, AND DEVELOPMENT

Goal 2. Increase Student Success: Non-Credit Division

Objective 2.1 – Increase the rates for course completion, persistence from level to level, and certificate completion in the Adult High School/GED, ESL, and short-term technical training programs.

Objective 2.2 – Increase the number percentage of students being served by the non-credit matriculation program.

Objective 2.3 – Increase the number percentage of students who transition from non-credit to credit.

Objective 2.4 – Implement the SLO cycle in all non-credit courses eligible for enhanced funding.

Objective 2.5 – Develop new faculty training program for newly hired faculty in non-credit division designed to promote student success.

Objective 2.6 – Develop and implement a course/teacher evaluation process for non-credit classes to provide information that will enhance the teaching and learning process.
OUTREACH, ACCESS, AND RESPONSIVENESS TO THE COMMUNITY

Goal 3. Increase access to education for all segments of the community that can benefit from the college’s programs and services.

Objective 3.1 – Identify those segments of the community that are underserved by the college and implement strategies to increase their participation.

Objective 3.2 – Explore and, where feasible, implement strategies to reduce the cost of textbooks for students.

Objective 3.3 – Use technology in new and innovative ways to improve how we serve current students and promote the college to potential students.

Objective 3.4 – Improve articulation with area high schools and universities in the region through participation in the Cal-PASS data-sharing program.

Objective 3.5 – Achieve the college’s annual enrollment targets.

Objective 3.6 – Increase enrollment in non-credit enhanced-funded courses (i.e., Adult High School, GED, ESL and short-term technical training).

Objective 3.7 - Provide online web-based as well as alternative non-computer based application and registration options for non-credit students.

Objective 3.8 Explore the feasibility of expanding credit offerings at off-campus centers and locations.
Outline of Preliminary Goals and Objectives
for College Plan 2008-2011

FACULTY, STAFF, AND MANAGEMENT ADMINISTRATORS

Goal 4. Strengthen the recruitment, retention and promotion of high quality, diverse faculty, staff and administrators.

Objective 4.1 – Evaluate the effectiveness and impact of the college’s efforts to provide alternative transportation, flexible work schedules, and telecommuting options to employees and where appropriate make needed improvements.

Objective 4.2 – Increase the number of diverse candidates applying for faculty, staff and administrator positions at the college.

Objective 4.3 – Develop strategies resulting from the analysis of the fall 08 workplace climate satisfaction surveys that are in need of improvement

Objective 4.4 – Develop and implement support systems to help new employees faculty, staff and administrators adapt to the changing college environment (Banner, Student Learning Outcomes, etc.).

Objective 4.5 – Develop and implement a new professional development program designed to encourage and facilitate career advancement opportunities for SBCC employees.

Objective 4.6 – Increase the number of credit and non-credit faculty and administrators who participate in activities designed to effectively meet the diverse varied educational needs of the students served by the college.

Objective 4.7 – Achieve the institutional targets for increasing the credit full-time to part-time faculty ratio.
GOVERNANCE, DECISION SUPPORT, AND FISCAL MANAGEMENT

Goal 5. Establish college-wide accountability systems that are effectively linked to planning and budgeting and are based on quantitative and qualitative data.

Objective 5.1 – Develop and implement a technology-based decision support system that will provide easy and prompt access to data for end users.

Objective 5.2 – Implement a program review process in each administrative unit of the college where one does not exist.

Objective 5.3 – Link outcomes of program reviews, technology plans for departments/divisions, and other evaluation processes to college-level planning and resource allocation.

Objective 5.4 – Complete the implementation of Banner and associated third party software applications and re-evaluate business processes in the context of this implementation, making refinements to these processes as needed to meet the needs of all users.

Objective 5.5 – Complete an assessment of alternative resource allocation models used throughout the state for possible implementation at SBCC for allocating resources that effectively address existing as well as emerging staffing and infrastructure needs.

Objective 5.6 – Complete the non-credit software conversion, implement related business practices needed to support this conversion, and wherever possible aligning these practices with those used in the credit division.

Goal 6. Ensure each constituency group (credit and non-credit faculty, classified staff, students, middle managers, executive committee and the board) has an appropriate role in the consultative process.

Objective 6.1 – Evaluate existing mechanisms for participation in the consultative process for each constituency group and, where appropriate, make needed changes to increase timely and effective participation.
Outline of Preliminary Goals and Objectives
for College Plan 2008-2011

FACILITIES, CAPITAL PROJECTS, AND MAINTENANCE

Goal 7. Implement the long range capital construction plan.

Objective 7.1 – Serve as a leader in the community for sustainability by implementing practices that work to reduce the college’s impact on the environment.

Objective 7.2 – Ensure that the costs for the staff needed to support any new facilities are included in the construction planning.

Objective 7.3 – Increase the revenue generated from the use of the facilities on the Mesa campus.

Objective 7.4-3 – Implement the plans for the capital construction projects funded by the 2008 Bond measure (if approved).

Objective 7.5-4 – Achieve the School of Media Arts Capital Campaign goal to raise a minimum of $5.5 million.

Goal 8. Create an optimal physical and technological environment that ensures the best service to students and the local community.

Objective 8.1 – Ensure that the planning for any modernization of existing facilities or creation of any new facilities takes into consideration the infrastructure required for emerging technologies and changing student-learning needs.

Objective 8.2 – Improve the utilization of facilities and other college resources in instruction and student support programs to ensure that students’ needs are being served in the most effective and efficient manner.

Objective 8.3 – Complete the project to provide universal access to existing and new facilities, including the completion and implementation of the ADA transition plan.

Objective 8.4 – Upgrade the network infrastructure to support applications that allow for the convergence of voice, data and video.

Goal 9. Maintain the college’s physical environment

Objective 9.1 – Evaluate the effectiveness and level of staffing to maintain the physical environment so that it conforms to health and safety standards.

Objective 9.2 – Repair, restore, or replace deteriorating infrastructure resources.
Santa Barbara Community College District
GROUP BOARD OF TRUSTEES EVALUATION FORM 2007

I. POLICY
   As a Board, we:

<table>
<thead>
<tr>
<th></th>
<th>Meets Expectations</th>
<th>Needs Improvement *</th>
<th>Don't Know/Can't Judge *</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Have an agreed-upon philosophy as to the distinction between policy and administration.</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Approve all college policies and see that college policies are clearly stated.</td>
<td>6</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Insure that the Superintendent/President has delegated authority to implement Board policy.</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Conduct Board meetings in a fair, efficient and business-like manner as we consider matters of policy and when receiving information about college activities.</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Understand our obligations and responsibilities as Trustees.</td>
<td>6</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

II. BOARD ORGANIZATION
   As a Board, we:

<table>
<thead>
<tr>
<th></th>
<th>Meets Expectations</th>
<th>Needs Improvement *</th>
<th>Don't Know/Can't Judge *</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.</td>
<td>Have a climate of mutual trust and support between Board members.</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Provide ourselves with sufficient meeting time for the discussion of issues.</td>
<td>4</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Have a yearly Board self-evaluation process.</td>
<td>5</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Give careful consideration to the election of the Board Chairperson.</td>
<td>6</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Have an adequate structure for the study of issues which will receive Board action.</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>When appropriate, conduct orientation programs for new Board members that specifically include a segment about the organization’s history and traditions.</td>
<td>1</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>12.</td>
<td>Make sure that someone serves as a mentor when a new member joins this Board.</td>
<td>1</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>13.</td>
<td>Participate in discussions about the effectiveness of our performance.</td>
<td>4</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Take advantage of opportunities for growth.</td>
<td>4</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>Meet with Trustees and educators from other institutions.</td>
<td>2</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>Have a carefully planned procedure for the selection/evaluation/retention of the Superintendent/President.</td>
<td>2</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

These were the only responses received: Numbers correspond to the questions above.
7. We will usefully discuss how we could arrange for more time. How about having some of the new sandwiches at a study session so we could all stay a little longer.
8. Need improvement on evaluation process
11. Not being done by board members
11. I think this is done through CCCT at the state level
12. Not being done
13. Not done
14. ?
15. Rarely
16. Not being done

Attachment 3
Page 1 of 5
04/10/08
### III. PRESIDENTIAL ASSESSMENT

**As a Board, we:**

<table>
<thead>
<tr>
<th></th>
<th>Meets Expectations</th>
<th>Needs Improvement</th>
<th>Don't Know/Can't Judge</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>17. Have clear and concise expectations of the performance of the CEO and have clearly communicated them.</td>
<td>5</td>
<td>2</td>
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<tr>
<td>18. Have yearly evaluations of the Superintendent/President.</td>
<td></td>
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<tr>
<td>19. Have an objective evaluation instrument.</td>
<td>4</td>
<td>2</td>
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<tr>
<td>20. Set goals for our Superintendent/President with him/her.</td>
<td>4</td>
<td>3</td>
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<tr>
<td>21. Give our Superintendent/President a copy of his/her evaluation.</td>
<td>6</td>
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<tr>
<td>22. Understand the concept that Presidential performance is linked with the Board’s performance (and vice versa).</td>
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<tr>
<td>23. Have a climate of mutual trust and support between the Board and Superintendent/President.</td>
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<tr>
<td>24. Express approval publicly and privately for the success of the CEO and the institution.</td>
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</tbody>
</table>

### IV. VISION, MISSION, VALUES AND GOALS:

**As a Board, we:**

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>25. Have adopted a vision, mission, values and policy goals.</td>
<td>6</td>
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<tr>
<td>26. Ensure that these statements appear prominently in the college catalog and appropriate institutional publications.</td>
<td>5</td>
<td>1</td>
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<tr>
<td>27. Ensure that the institutional vision, mission and values respond to the community’s educational and public service needs.</td>
<td>5</td>
<td>1</td>
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<tr>
<td>28. Ensure that the institutional policy goals support the vision, mission and values.</td>
<td>6</td>
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<tr>
<td>29. Update our vision, mission, values and goals on a regular basis.</td>
<td>3</td>
<td>4</td>
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<tr>
<td>30. Continually discuss what the college stands for and how that is related to the matters before us.</td>
<td>4</td>
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</tbody>
</table>

### V. FINANCIAL MANAGEMENT AND SUPPORT

**As a Board, we:**

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<tr>
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</thead>
<tbody>
<tr>
<td>31. Approve an annual operating budget carefully and in consideration of our vision, mission, values and policy goals.</td>
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<tr>
<td>32. Receive financial reports and related information periodically, are informed of the financial status of the organization, and take action when appropriate.</td>
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</tbody>
</table>
## V. FINANCIAL MANAGEMENT AND SUPPORT (cont'd)

**As a Board, we:**

<table>
<thead>
<tr>
<th>Statement</th>
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<tbody>
<tr>
<td>33. Work actively to support our College Foundation by:</td>
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<tr>
<td>a. Adopting an operating agreement between the College and the Foundation</td>
<td>4</td>
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</tr>
<tr>
<td>b. Serving on the Foundation Board</td>
<td>6</td>
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<tr>
<td>c. Assisting the Foundation to meet its fund raising goals.</td>
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<tr>
<td>d. Receiving periodic financial reports from the Foundation.</td>
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## VI. PLANNING

**As a Board, we**

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<tbody>
<tr>
<td>34. Take regular steps to keep informed about important trends in the larger environment that might affect the College.</td>
<td>6</td>
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<tr>
<td>35. Explicitly examine all ramifications of any important decision the Board is about to make.</td>
<td>4</td>
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<tr>
<td>36. Set clear organizational priorities for the year ahead.</td>
<td>3</td>
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<tr>
<td>37. Receive an annual report which is prepared and distributed publicly.</td>
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<tr>
<td>38. Through the Superintendent/President communicate our decisions as appropriate.</td>
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<tr>
<td>39. At least once per year, have a retreat or special session to examine our performance and determine how well we are doing as a Board and plan how to improve.</td>
<td>4</td>
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<tr>
<td>40. Periodically set aside time to learn more about important issues facing the College.</td>
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<tr>
<td>41. Are as attentive to how we reach conclusions as to what is decided.</td>
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<tr>
<td>42. Often discuss where the organization should be headed five or more years into the future.</td>
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<tr>
<td>43. Have reviewed and approved the college's strategic plan.</td>
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</table>

## VII. RELATIONSHIP WITH EXTERNAL CONSTITUENCIES

**As a Board, we**

<table>
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<tbody>
<tr>
<td>44. Keep informed about educational needs of our community.</td>
<td>5</td>
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<tr>
<td>45. Keep the community informed of the College's activities, educational perspectives and plans.</td>
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<tr>
<td>46. Establish channels of access and exchange between the College and the community.</td>
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<tr>
<td>47. Encourage the effective use of citizen advisory committees.</td>
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<tr>
<td>48. Encourage college participation and membership in community based philanthropic, cultural and service organizations.</td>
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<tr>
<td>49. Continue to encourage a strong relationship with university, K-12 school districts and business partners.</td>
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</table>
## Santa Barbara Community College District
### BOARD OF TRUSTEES SELF EVALUATION
#### INDIVIDUAL TRUSTEE SELF-EVALUATION FORM 2007

<table>
<thead>
<tr>
<th>Name:</th>
<th>Meets Expectations</th>
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<tbody>
<tr>
<td>1. I have attended at least 80 percent of the regular and called meetings.</td>
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<tr>
<td>2. I come to meetings having studied the information and am prepared to discuss the issues.</td>
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<td>3. I raise intelligent and useful questions and make suggestions in a manner which encourages positive dialogue.</td>
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<td>4. I assist the Chair in keeping the discussion pertinent and moving along.</td>
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<td>5. I contribute to, but do not monopolize discussion.</td>
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<tr>
<td>6. I conduct myself in a manner which contributes to a positive, professional image of the Board for staff, students and faculty.</td>
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<tr>
<td>7. I have participated in Board and college assignments when asked.</td>
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<tr>
<td>8. I communicate regularly with the Board Chairperson with the goal of staying informed.</td>
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<tr>
<td>9. I have maintained a constructive attitude toward the improvement of the college.</td>
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<tr>
<td>10. I have been flexible to acceptance of new ideas and the impact of changing times.</td>
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<tr>
<td>11. I have supported the majority decisions of the Board.</td>
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<tr>
<td>12. I have adhered to the general structure of parliamentary procedure.</td>
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<tr>
<td>13. I have attended college-related activities.</td>
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<tr>
<td>14. I have participated in Trustee organizations the activities of which relate to my duties and responsibilities.</td>
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<tr>
<td>15. I have recognized and observed my role as a policy maker and delegated the administration and management of the college to the Superintendent/President.</td>
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<tr>
<td>16. I have reviewed appropriate sources of information prior to decision-making when possible.</td>
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<tr>
<td>17. I have recognized that the number one priority is the student.</td>
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14. Need to go to statewide meetings.
Santa Barbara Community College District  
BOARD OF TRUSTEES SELF EVALUATION  
INDIVIDUAL TRUSTEE SELF-EVALUATION FORM 2007

18. I keep informed by continuously reading/studying the:
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</thead>
</table>
   a. Board agenda for meetings. | 7 |                       |                        |
   b. Special reports and background information prepared for Board meetings. | 7 |                       |                        |
   c. Minutes of Board meetings. | 7 |                       |                        |
   d. College policies handbook. | 4 | 3                      |                        |
   e. College catalog. | 5 | 2                      |                        |
   f. Annual operating budget. | 7 |                       |                        |
   g. Operating budget updates. | 7 |                       |                        |
   h. Vision, mission, values and goal statements | 6 | 1                      |                        |
   i. All planning documents. | 5 | 2                      |                        |
   j. College information. | 6 | 1                      |                        |
   k. Accreditation reports | 5 | 2                      |                        |
   l. Class schedule. | 4 | 3                      |                        |
   m. Audit reports. | 7 |                       |                        |
   n. Program evaluation reports. | 5 | 2                      |                        |
   o. Superintendent/President status reports. | 6 | 1                      |                        |
   p. Academic journals and reports. | 3 | 4                      |                        |

19. I have visited with colleagues and institutions to increase my effectiveness.  
   | 3 | 4                      |                        |

20. I have exercised discretion and confidentiality in dealing with sensitive issues.  
   | 7 |                       |                        |

21. In all decisions relating to the expenditures of monies, I have reviewed the financial reports in order to secure the maximum benefits in the most efficient manner.  
   | 7 |                       |                        |

22. I have made a continuous effort to observe the Code of Ethics as stated in Board policies.  
   | 7 |                       |                        |

23. I have evaluated my role and performance as a Trustee this year as a means to become more effective next year, both individually and as a member of a team.  
   | 7 |                       |                        |

24. I have kept informed on college affairs and activities.  
   | 6 | 1                      |                        |

25. I am able to speak my mind on key issues without fear that I will be ostracized by other members of this board.  
   | 6 | 1                      |                        |

19. Need improvement