AGENDA

MEETING OF THE BOARD OF TRUSTEES
SANTA BARBARA COMMUNITY COLLEGE DISTRICT

November 5, 2009

SPECIAL MEETING/STUDY SESSION
Room A-218
4:00 pm

MacDougall Administration Center
Santa Barbara City College
721 Cliff Drive

The Office of the Superintendent/President, Room A 110 in the MacDougall Administration Center is the location where documents that are public records relating to any item under discussion on a Board agenda (including documents distributed with the agenda and those distributed to all or a majority of the members of the Board within 72 hours prior to a regular Board meeting or within 24 hours prior to a special or committee meeting) are available for public inspection.

Board agendas and supporting documents are also posted on the College website at http://www.sbcc.edu/boardoftrustees/.

1. GENERAL FUNCTIONS

1.1 CALL TO ORDER

1.2 ROLL CALL

1.3 WELCOME

1.4 MINUTES OF THE STUDY SESSION OF OCTOBER 8, 2009

1.5 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 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. STUDY SESSION

2.1 Accreditation Visit Wrap-up

2.2 Career Choices Program – presentation by Dr. Diane Hollems, Dean, Educational Programs (Attachment 3)
2.3 Results of a Recent Survey Regarding Budget Actions Taken by California Community Colleges (Attachment 1)

2.4 Annual Institutional Effectiveness Report 2008-09 – Discussion of Student Access and Achievement Indicators (Attachment 2)

2.5 Board Travel and Service in Statewide and National Organizations

2.6 Discussion of Proposed Items for Future Agendas of Board Meetings (regular meetings, study sessions, or committee meetings)

3. ADJOURNMENT

The next Regular Meeting of the Board of Trustees will be held on Thursday, November 19, 2009 at 4:00 p.m. in A211.
MINUTES

MEETING OF THE BOARD OF TRUSTEES
SANTA BARBARA COMMUNITY COLLEGE DISTRICT

October 8, 2009

SPECIAL MEETING/STUDY SESSION
Room A-218
4:00 pm

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1. GENERAL FUNCTIONS

1.1 CALL TO ORDER

Vice President Dobbs called the meeting to order.

1.2 ROLL CALL

Members present:
Dr. Joe Dobbs, Vice President
Mrs. Sally Green
Mr. Morris Jurkowitz
Ms. Joan Livingston
Mr. Des O’Neill
Nicole Ridgell, Student Trustee

Members absent:
Dr. Kathryn Alexander, President
Mr. Luis Villegas

Others present for all or some of the meeting:
Dr. Andreea M. Serban, Supt/President and Secretary Clerk to the Board of Trustees
Ignacio Alarcon, President Academic Senate
Dr. Ofelia Arellano, VP Continuing Ed
Liz Auchincloss, President CSEA
Dr. Paul Bishop, VP Info Technology
Randy Bublitz, School Culinary Arts
Sue Ehrlich, VP Human Resources
Dr. Lynne Stark, President IA
Marilynn Spaventa, Ed Programs
Joe Sullivan, VP Business Services
The Channels
1.3 WELCOME

Vice President Dobbs extended a cordial welcome to all.

1.4 MINUTES OF THE STUDY SESSION OF SEPTEMBER 10, 2009

Upon motion by Ms. Livingston, seconded by Mrs. Green, the Board approved the minutes of the study session of September 10, 2009.

1.5 HEARING OF CITIZENS

No citizen expressed a wish to address the Board.

Upon motion by Mrs. Green, seconded by Mr. Jurkowitz, the Board approved adjourning to study session.

2. STUDY SESSION

2.1 Training on stand-alone courses

Superintendent/President Serban reported that Randy Bublitz, besides being the Dept Chair for the School of Culinary Arts, is also the Chair of the Curriculum Advisory Committee. Chef Bublitz is here today to provide a state required training with members of the Board. Superintendent/President Serban provided handouts for this presentation.

Chef Bublitz reported that stand alone courses are regular college credit courses that are not part of any degree or certificate program. At one time the Chancellor’s Office approved all courses that were not part of a degree or certificate program and one of the reasons they did that is that certain colleges were approving courses without using the same criteria used for regular courses. In 2007, the Chancellor’s Office decided to require training the colleges’ curriculum committees, Deans, Presidents, Vice Presidents, and the Board of Trustees such that all would be aware of what is required. The reason we have these courses is because stand alone courses provide learning for students in certain areas that they won’t normally get through the program, it could be to gain experiences to explore areas. Examples of such classes are:

- Counseling provides PD 100, College Success, a course that allows students to clarify their educational objectives and develop necessary to achieve them but there is no degree or certificate, so the students would take this course to help prepare them for success.
- Environmental Studies 200, which is not part of a degree program but allows students to get into specific projects and gain experience in sustainability.
- Culinary Arts provides a class CA202A Wines of Italy. Students expressed an interest in pursing this area further than the time spent in the wine appreciation course.

Title 5 Guidelines for the period of Fall 2007 through December 2012 will allow community college districts to approve and offer non-degree applicable credit courses and degree-applicable credit courses which are not part of an approved educational program without separate approval by the Chancellor, provided that the district complies with the requirements. The requirements are that all credit courses must be approved by the curriculum committee and the governing board. Title 5 also established criteria for all courses whether they are degree applicable or non-degree applicable or noncredit and the curriculum committee is in the process of looking at all courses. The effective practices that the curriculum committee follows are consistent with Title 5 Guidelines that includes making sure that stand alone courses are mission appropriate to the college, all stand alone courses are transferable in terms of college credit and some of them are actually course transferable, and they are open to all students with some guidelines as to appropriateness. The standards and criteria for courses are:
• courses provide measurement of student progress,
• determine adequate number of hours for student achievement of objectives
• involve critical thinking
• require independent study skills
• determine if prerequisite or co-requisite skills may improve student success
• level of learning is appropriate for type of course

Ms. Livingston asked how the committee determines whether a class has the right qualities and how do they determine if it's upper division or lower division. What things do they require in courses to make them credit courses?

Chef Bublitz responded that what they look for is a certain level of intensity, the course outline would provide the course objectives, learning objectives, and they also look at how the course is organized. They rely on the expertise of the members of the committee and courses are reviewed and discussed to make sure that they are rigorous enough. The committee also reviews the exercises for the course, how the course is being delivered such as lecture, demonstration, and discussions. They also look at what are the assignments, reading, tests, writing assignments, term papers and class projects. Title 5 also requires a class assignment. The expertise from the committee members is extensive and they bring a lot to the committee.

2.2 College-wide priorities for 2009-10 – Draft

Superintendent/President Serban reminded the Board that last year it was agreed that at the beginning of each year, college-wide priorities would be set for the year. In the self study there were 25 planning agendas identified that have to be completed, once they are in the self study the expectation from the accrediting commission is that most of them should have been addressed by the time the mid-term report is due and if they are not an explanation will need to be submitted to explain why. The college takes a great deal of responsibility when putting planning agendas in a self-study. Of the 25 planning agendas in the self study, 18 of them are to be completed in this year. We are working writing up, for the next CPC meeting an explanation of where are we with the planning agendas that were in the self study and it was noted that work has been completed on some of them. Superintendent/President Serban feels comfortable that of the 25, except for 3 or 4 of them that are somewhat more complex in nature, the rest will be completed within the time frame identified.

Superintendent/President Serban reviewed the handout dated October 6, 2009 and asked the Board if they felt she had captured the priorities for 2009-10, or if they had any items that they considered important that was not captured in this list, and if there are any they should let her know.

• Accreditation visit – Will take place October 19-22.
• Internal and external communication regarding impact of budget reductions and other pertinent information – Obviously there have been quite a few communications about the budget, campus wide emails and the budget forums. Communications will continue on the budget with the college community.
• Budget – Nothing new will be heard on the budget until January when the Governor will present the proposed budget for 2010-11. There is one critical item that will need to be dealt with and that is how are we going to deal with the categorical programs in 2010-11, 2011-12 and in the future, as the indication is that the budget will not improve until 2013-14.
• Emergency preparedness - Superintendent/President Serban felt that after going through the three fires last year, the observation is that our campus is not fully prepared to deal with emergencies. Our emergency preparedness manual is all organized on paper, but the truth is that when there is an emergency we are not prepared as a college community. We need to put something together that is easier to understand, especially with issues of communication and responsibilities. Encouraged the Board members to sign up for the Alert U communication system that was used during the recent fires, which is a quick way of communicating with staff and students. The Board was advised that the training that had been scheduled for the board had to be canceled and will be rescheduled at a future date.
• Planning agendas identified in the self study
• Complete SLO implementation cycle and the transition to eLumen
• Distance Education
• Increase student performance on each of the Student learning Achievement and Development outcome measures in the College Plan 2008-11.
• Establish benchmarks for assessment of workplace satisfaction.

The above four priorities are already incorporated in the planning agendas and they are part of our college plan goals, however, they are being highlighted here because they have been raised in time sensitivity this year.

• Measure V Projects will be a top priority for the next ten years.
• Banner 8 upgrade - This year there will be a major upgrade made to banner. This upgrade will require support from the entire college community.
• Preparation and application for a Title V grant – Last year, the College has achieved the Hispanic Serving Institution status which is very important because now we are able to apply for major federal grants. A consultant has been hired to help us prepare and apply for these very competitive grants.

2.3 Accreditation visit updates
2.3.1 Review of Standard IV Leadership and Governance Guide to Evaluating Institutions

Superintendent/President Serban handed out a brochure with information on the accreditation visiting team. It was noted that Dr. Jim Hottois, Team Leader for Standard IV, Dr. John Nixon, and Dr. Joseph Bielanski Jr. would be meeting with the Board on Tuesday, October 20 at 10:00 am. The other meeting that the Board should attend is the exit meeting on October 22, at 12:30 pm in the Interim Theater.

Superintendent/President Serban told the Board that they should read the self-study again, especially Standard IV and also because of our current budget crisis Standard IIID. A portion of the Guide to Evaluating Institutions was provided as an attachment with this agenda. These questions are used when teams are trained for the accreditation visit.

2.4 Unrestricted General Fund Trend Analysis 2001-02 to 2008-09

Superintendent/President Serban reported that this item was discussed with the Fiscal Committee and is being brought to this meeting to provide the Board members with an update. This was reviewed last August as well and will be updated and reviewed every year. This is unrestricted general fund history and there is some good news and some bad news. As you may recall, the ongoing conversation has been how much of salaries, benefits and fixed costs are as of percentage of our revenue and the discussion revealed that we have been moving our way up to 90%, that is not good as this means that our discretionary portion gets tighter and tighter. Due to the measures taken in 2008-09, the percentage is at 86%, but it was achieved with great efforts and it’s not sure that we will be able to maintain this in the coming year. Based on discussions with various groups Superintendent/President Serban reported that the ideal percentage to aspire towards is 85%.

Superintendent/President Serban noted that funds will need to be put into construction and equipment because for two years in a row no funds have been transferred to those accounts. Also reviewed were the interfund transfers that were made.

2.5 Annual Institutional Effectiveness Report 2008-09 Fiscal Indicators

Superintendent/President Serban reported that the Institutional Effectiveness Report has been updated and this information is being provided for the Board to review. A hard copy of the report will be provided to the Board once it is received from the printers. This fiscal chapter is being provided for their review and preparation for the accreditation visit.

2.6 Renewal of membership in the Association for Community College Trustees
Superintendent/President Serban noted that Dr. Alexander wanted her to report the following to the Board. There were two issues regarding the renewal of this membership, one was that if it’s decided that this membership would not be renewed, then Luis Villegas cannot serve on the nominating committee and he would not be able to take advantage of conference registration discounts provided with the membership. The membership cost is $4,909, which would be the membership for July 1, 2009 through June 30, 2010. In addition, if the membership is renewed, the Board would also be making a commitment for Mr. Villegas to serve on this committee and to pay for his travel to attend all four meetings that will be held in Washington, DC. Superintendent/President Serban reported that the college had cut its institutional memberships this year, which is why it was originally decided not to renew this membership.

There was a concern expressed by Ms. Livingston of having Mr. Villegas use a large percentage of the travel budget over the last four to five years, which the Board supported because he was an officer in a statewide organization, but when one trustee is taking the bulk of the travel budget, the Board should consider either increasing the travel budget, which would be inappropriate right now, or commit to only have one trustee involved in committees, which isn’t fair as all trustees should have an opportunity to participate in various meetings and conferences. If all trustees went to at least two conferences, in state, that would be about $1,900 each or a $15,200 travel budget. However, when you start having a state-wide or national officer attending meetings, this amount would increase significantly. Ms. Livingston felt that the budget should be spread across more trustees and also any trustee that travels, should provide reports to the Board on what benefits were acquired for the college by participating in the meeting. The Board should also have a policy that states that board members should get approval from the Board before making any commitment to serve on a committee and that a budget needs to be developed before giving the approval. Mr. Jurkowitz noted that in the current budget crisis, the Board should ask itself is this travel by the trustees is beneficial to the college.

Mr. Luis Villegas was absent from this meeting and because it was felt that he should be at a meeting where this is discussed to allow him to provide input to this item it was postponed to the next study session when Mr. Villegas will be in attendance and will be able to provide more information.

2.7 Discussion of Proposed Items for Future Agendas of Board Meetings (regular meetings, study sessions, or committee meetings)

1. Renewal of membership in the Association for Community College Trustees
2. Board Travel
   • Value of the travel and what type of travel cuts should the Board take
   • Board approval when a member wants to take more from the budget
   • Should the Board allocate a certain amount per trustee?

Upon motion by Mr. O’Neill, seconded by Mrs. Green, the Board approved adjourning to regular session.

3. ADJOURNMENT

The next Regular Meeting of the Board of Trustees will be held on Thursday, October 29, 2009 at 4:00 p.m. in A211. A Study Session will be held on November 5, 2009 in A218.
Survey Results & Analysis

for

How Districts are Planning and Adjusting to Accommodate State Budget Cuts

Thursday, October 29, 2009
Executive Summary

This report contains a detailed statistical analysis of the results to the survey titled *How Districts are Planning and Adjusting to Accommodate State Budget Cuts*.
Survey Results & Analysis

**Survey:** How Districts are Planning and Adjusting to Accommodate State Budget Cuts

**Author:**

**Filter:**

**Responses Received:** 49

1) Who is completing this survey?

![Pie chart showing responses](chart.png)
2) What best describes your college structure:
3) What are you doing at your college/district to cope with the state budget cuts?

Comment Responses:

<table>
<thead>
<tr>
<th>Action</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Furloughs to reduce salaries</td>
<td></td>
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<tr>
<td>Our reserves used to be much higher--we now budget to the 5% level.</td>
<td></td>
</tr>
<tr>
<td>Cutting course sections, looking into a SERP, looking at furloughs,</td>
<td>trying to avoid layoffs</td>
</tr>
<tr>
<td>Holding open vacant positions</td>
<td></td>
</tr>
<tr>
<td>furloughs amounting to between 5 and 10%</td>
<td></td>
</tr>
<tr>
<td>Reduction of service hours and class schedule</td>
<td></td>
</tr>
<tr>
<td>Minor help from Redevelopment Funds</td>
<td></td>
</tr>
<tr>
<td>furloughs</td>
<td></td>
</tr>
<tr>
<td>reducing classes</td>
<td></td>
</tr>
<tr>
<td>use OPED funds</td>
<td></td>
</tr>
<tr>
<td>eliminated categorical positions</td>
<td></td>
</tr>
<tr>
<td>Cutting Class Sections and Not filling faculty, managerial, and staff vacancies</td>
<td></td>
</tr>
<tr>
<td>freezing funded, vacant positions</td>
<td></td>
</tr>
<tr>
<td>Goes along with cutting expenses...freezing vacant positions</td>
<td></td>
</tr>
</tbody>
</table>
3.1) Spending General Fund reserves (What are you doing at your college/district to cope with the state budget cuts?)

[PIE CHART]

- None: 14
- Minor: 7
- Moderate: 14
- Substantial: 11

Legend:
- Red: None 30.4%
- Green: Minor 15.2%
- Yellow: Moderate 30.4%
- Blue: Substantial 23.9%
3.2) Spending Reserves other than General Fund (What are you doing at your college/district to cope with the state budget cuts?)

- None: 25
- Minor: 13
- Moderate: 4
- Substantial: 6

62.1%: None
27.1%: Minor
8.3%: Moderate
12.5%: Substantial
3.3) Transferring applicable expenditures to bonds (What are you doing at your college/district to cope with the state budget cuts?)

74.5% None
10.6% Minor
14.9% Moderate
0.0% Substantial
3.4) Refinancing COPs to reduce current outgo (What are you doing at your college/district to cope with the state budget cuts?)

- None: 45
- Minor: 1
- Moderate: 1
- Substantial: 2
3.5) Cutting expenses (What are you doing at your college/district to cope with the state budget cuts?)

- 57.1% (Substantial)
- 38.8% (Moderate)
- 4.1% (Minor)
- 0.0% (None)
3.6) Eliminating new technology (What are you doing at your college/district to cope with the state budget cuts?)

- None: 19
- Minor: 17
- Moderate: 6
- Substantial: 2

- 43.2%
- 38.6%
- 13.6%
- 4.5%
3.7) Shifting expenses to grants (What are you doing at your college/district to cope with the state budget cuts?)

- None: 22
- Minor: 16
- Moderate: 6
- Substantial: 3

46.8%
34.0%
12.8%
6.4%
3.8) Having foundations cover salaries (What are you doing at your college/district to cope with the state budget cuts?)

- None: 41
- Minor: 6
- Moderate: 0
- Substantial: 0

67.2% None
12.8% Minor
3.9) Using community education funds to cover general fund expenses (What are you doing at your college/district to cope with the state budget cuts?)

- None: 34
- Minor: 12
- Moderate: 0
- Substantial: 0

73.9%: None
26.1%: Minor
3.10) Other (specify in the additional comments section below) (What are you doing at your college/district to cope with the state budget cuts?)

[Pie chart showing distribution of responses to the question:]

- None: 68.6%
- Minor: 17.4%
- Moderate: 13.0%
- Substantial: 0.0%
4) What enrollment/expense reduction strategies are you using:

Comment Responses:

The shift to comm. ed 2010/11
Class loaded efficiency vs increase size
In process - of comm. ed shifting
Encouraging faculty to take extra studen
4.1) Reducing regular session (Fall - Spring) offerings (What enrollment/expense reduction strategies are you using?)

- None: 4
- Minor: 13
- Moderate: 18
- Substantial: 12
4.2) Reducing Intersession Offerings (What enrollment/expense reduction strategies are you using?)

- None: 22 (44.9%)
- Minor: 3 (6.1%)
- Moderate: 7 (14.3%)
- Substantial: 17 (34.7%)
4.3) Reducing Summer School Offerings (What enrollment/expense reduction strategies are you using:)

None  5
Minor  10
Moderate  18
Substantial  15

- None: 20.8%
- Minor: 10.4%
- Moderate: 31.3%
- Substantial: 37.5%
4.4) Reduce off campus offerings (What enrollment/expense reduction strategies are you using:)

- None: 19
- Minor: 21
- Moderate: 7
- Substantial: 2

Percentage:

- None: 38.8%
- Minor: 42.9%
- Moderate: 14.3%
- Substantial: 4.1%
4.5) Increasing class size (What enrollment/expense reduction strategies are you using?)
4.6) Shifting Credit/ Non Credit mix (What enrollment/expense reduction strategies are you using:)

4.6) Shifting Credit/ Non Credit mix (What enrollment/expense reduction strategies are you using:)

- None: 22
- Minor: 15
- Moderate: 6
- Substantial: 2

- 48.9%
- 33.3%
- 4.4%
- 13.3%
4.7) Shifting unfunded FTES to community education, contract ed., fee based courses (What enrollment/expense reduction strategies are you using?)

- 47.8% None
- 43.5% Minor
- 6.5% Moderate
- 2.2% Substantial
4.8) Other (specify in comments field below)(What enrollment/expense reduction strategies are you using:)

92.3% None
0% Minor
7.7% Moderate
0% Substantial
5) What staffing adjustment strategies are you using:

Comment Responses:

<table>
<thead>
<tr>
<th>Strategy Description</th>
<th>None</th>
<th>Minor</th>
<th>Moderate</th>
<th>Substantial</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other (specify in the additional notes)</td>
<td>93.8%</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Offering voluntary workload reduction</td>
<td>79.2%</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Offering leave without pay for classified staff</td>
<td>85.1%</td>
<td></td>
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<td></td>
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<tr>
<td>Offering Faculty unpaid leave for pay</td>
<td>89.3%</td>
<td></td>
<td></td>
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<tr>
<td>Offering Willy Brown (no loss of compensation)</td>
<td>97.9%</td>
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<td></td>
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<tr>
<td>Using RIF to reduce workload below college</td>
<td>89.6%</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Using RIF (reduction in force) to reduce workload below college</td>
<td>77.1%</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Freezing step and column on salary</td>
<td>87.3%</td>
<td></td>
<td></td>
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<tr>
<td>Increased employee contributions</td>
<td>73.5%</td>
<td></td>
<td></td>
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<tr>
<td>Negotiated pay reductions, other</td>
<td>83.7%</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Negotiated workload reductions</td>
<td>66.7%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hiring Frost (not quite frozen)</td>
<td>52.1%</td>
<td>37.3%</td>
<td></td>
<td></td>
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<tr>
<td>All position Hiring Freeze</td>
<td>51.0%</td>
<td>14.6%</td>
<td></td>
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<tr>
<td>Reducing Student Employees</td>
<td>49.0%</td>
<td>16.3%</td>
<td></td>
<td></td>
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<tr>
<td>Reducing Hourly Employees</td>
<td>31.3%</td>
<td>16.3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reducing Adjunct Faculty</td>
<td>39.6%</td>
<td>29.1%</td>
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</tr>
</tbody>
</table>

We're negotiating with both faculty and classified unions to put a cap on health benefits, salary reductions, furloughs, etc.

investigating many of these ideas

Creating vacancies via retirement incentives

Offered a SERP to Faculty and Office Technical staff only. Are in the process of negotiating concessions from bargaining units under a "fair share" approach
where the District sets reduction goals by unit and each unit decides how to meet the goal.

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>We're not done with negotiations yet, so don't know what we will be doing.</td>
<td></td>
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<tr>
<td>Administrators are taking minor unpaid furloughs</td>
<td></td>
</tr>
<tr>
<td>pay reductions, freezing step/column in discussion</td>
<td></td>
</tr>
<tr>
<td>None for most items because we also are in midst of negotiations</td>
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</tr>
</tbody>
</table>
5.1) Reducing Adjunct Faculty (What staffing adjustment strategies are you using?)
5.2) Reducing Hourly Employees (What staffing adjustment strategies are you using:)

![Pie chart showing different staffing adjustment strategies]

Legend:
- None: 1
- Minor: 14
- Moderate: 18
- Substantial: 15

- 37.5%
- 31.3%
- 29.2%
- 2.1%
5.3) Reducing Student Employees (What staffing adjustment strategies are you using?)

- None: 3
- Minor: 24
- Moderate: 14
- Substantial: 8

Percentage breakdown:
- None: 49.0%
- Minor: 6.1%
- Moderate: 28.6%
- Substantial: 16.3%
5.4) All position Hiring Freeze (What staffing adjustment strategies are you using)

- None: 52.1%
- Minor: 6.3%
- Moderate: 27.1%
- Substantial: 14.6%
- 25 in None, 3 in Minor, 13 in Moderate, 7 in Substantial
5.5) Hiring Frost (not quite frozen)(What staffing adjustment strategies are you using:)

- None: 5
- Minor: 7
- Moderate: 16
- Substantial: 17

- 37.8%
- 35.6%
- 16.6%
- 11.1%
5.6) Negotiated workload reductions (What staffing adjustment strategies are you using?)

None: 32
Minor: 5
Moderate: 8
Substantial: 3

66.7% 10.4% 16.7% 6.3%
5.7) Negotiated pay reductions, other than workload reductions (What staffing adjustment strategies are you using?)

- None: 41
- Minor: 3
- Moderate: 3
- Substantial: 2

83.7%
5.8) Increased employee contributions for health care (What staffing adjustment strategies are you using?)

- None: 36
- Minor: 4
- Moderate: 8
- Substantial: 1
5.9) Freezing step and column on salary schedule (What staffing adjustment strategies are you using?)

- None: 43
- Minor: 0
- Moderate: 4
- Substantial: 2
5.10) Using RIF (reduction in force) to reduce workload to less than full time (What staffing adjustment strategies are you using?)

5.10) Using RIF (reduction in force) to reduce workload to less than full time (What staffing adjustment st

- None: 37
- Minor: 5
- Moderate: 4
- Substantial: 2
5.11) Using RIF to reduce workload below the need for a health care package (What staffing adjustment strategies are you using:)

- None: 43
- Minor: 5
- Moderate: 0
- Substantial: 0

89.6% none
10.4% minor
5.12) Offering Willy Brown (no loss of service credit to faculty member and guaranteed return rights) (What staffing adjustment strategies are you using:)

5.12) Offering Willy Brown (no loss of service credit to faculty member and guaranteed return rights) (What
5.13) Offering Faculty unpaid leave for a semester (What staffing adjustment strategies are you using?)

89.6% None
2.1% Minor
8.3% Moderate
0.0% Substantial
5.14) Offering leave without pay to classified (What staffing adjustment strategies are you using?)

5.14) Offering leave without pay to classified (What staffing adjustment strategies are you using?)

- None: 40
- Minor: 6
- Moderate: 1
- Substantial: 0

Red: 35.1%
Green: 12.8%
Yellow: 2.1%
Black: 0.0%
5.15) Offering voluntary workload reductions to faculty (What staffing adjustment strategies are you using?)

- None: 38
- Minor: 10
- Moderate: 0
- Substantial: 0

79.2% None, 20.8% Minor
5.16) Other (specify in the additional comments area below)(What staffing adjustment strategies are you using:)

[Pie chart showing the distribution of staffing adjustment strategies with the following categories and counts:]
- None: 15
- Minor: 0
- Moderate: 0
- Substantial: 1

93.8% None
6.3% Substantial
0.0%
6) Identify staffing elimination strategies you are using:

Comment Responses:

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Minor</th>
<th>Moderate</th>
<th>Substantial</th>
<th>N/A: not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other (specify in the additional text)</td>
<td>0.0 %</td>
<td>3.5 %</td>
<td>87.5 %</td>
<td>8.0 %</td>
</tr>
<tr>
<td>Faculty layoffs (spring of 2010)</td>
<td>0.0 %</td>
<td>3.5 %</td>
<td>29.8 %</td>
<td>66.0 %</td>
</tr>
<tr>
<td>Faculty layoffs (spring of 2009)</td>
<td>0.0 %</td>
<td>3.5 %</td>
<td>27.1 %</td>
<td>72.9 %</td>
</tr>
<tr>
<td>Instructional Program Elimination</td>
<td>2.1 %</td>
<td>6.1 %</td>
<td>25.0 %</td>
<td>64.6 %</td>
</tr>
<tr>
<td>Offering other retirement annuity</td>
<td>6.1 %</td>
<td>18.3 %</td>
<td>16.3 %</td>
<td>67.3 %</td>
</tr>
<tr>
<td>Offering Management (2 years of a ...)</td>
<td>4.2 %</td>
<td>20.8 %</td>
<td>72.9 %</td>
<td></td>
</tr>
<tr>
<td>Offering STRS (2 years of additional service credit)</td>
<td>0.0 %</td>
<td>6.3 %</td>
<td>20.8 %</td>
<td>72.9 %</td>
</tr>
<tr>
<td>Offering incentives to Classified</td>
<td>10.6 %</td>
<td>4.4 %</td>
<td>0.0 %</td>
<td>83.8 %</td>
</tr>
</tbody>
</table>

We offered and implemented early retirement programs for staff and faculty—retirement dates between July 1 and August 31, 2009.

in process of examining some of these approaches

Offering retirement incentives to faculty and managers, but no additional service credit

Wish we could offer retirement incentives!
<table>
<thead>
<tr>
<th>Only offering a SERP for faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will not know layoff potential until January</td>
</tr>
</tbody>
</table>
6.1) Offering incentives to Classified staff to retire (Identify staffing elimination strategies you are using:)

![Pie chart showing distribution of staffing elimination strategies]

- Minor: 7
- Moderate: 5
- Substantial: 5
- N/A; not applicable: 30

63.8%
6.2) Offering STRS (2 years of additional service credit) to Faculty to retire early) (Identify staffing elimination strategies you are using:)

- Minor: 10
- Moderate: 0
- Substantial: 3
- N/A; not applicable: 35
6.3) Offering Management (2 years of additional service credit) to retire early) (Identify staffing elimination strategies you are using:)

[Pie chart showing percentages: Minor 72.9%, Moderate 4.2%, Substantial 2.1%, N/A; not applicable 20.8%]
6.4) Offering other retirement annuity incentives (i.e. Keenan & Associates, or )

(Identify staffing elimination strategies you are using:)

6.4) Offering other retirement annuity incentives (i.e. Keenan & Associates, or )

Identify staffing

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor</td>
<td>5</td>
</tr>
<tr>
<td>Moderate</td>
<td>3</td>
</tr>
<tr>
<td>Substantial</td>
<td>8</td>
</tr>
<tr>
<td>N/A; not applicable</td>
<td>33</td>
</tr>
</tbody>
</table>

67.3 %

10.2 %

6.1 %

18.3 %
6.5) Instructional Program Elimination (Notices in Spring) (Identify staffing elimination strategies you are using:)

- Minor: 12
- Moderate: 4
- Substantial: 1
- N/A; not applicable: 31

64.6% of schools reported minor eliminations, 8.3% reported moderate eliminations, 2.1% reported substantial eliminations, and 25.0% noted that they were not applicable.
6.6) Faculty layoffs (spring of 2009)(Identify staffing elimination strategies you are using:)

- Minor: 13
- Moderate: 0
- Substantial: 0
- N/A: not applicable: 35

- 27.1%
- 72.9%
- 0.0%
6.7) Faculty layoffs (spring of 2010) (Identify staffing elimination strategies you are using:)

- Minor: 14
- Moderate: 2
- Substantial: 0
- N/A; not applicable: 31
6.8) Other (specify in the additional comments section below) (Identify staffing elimination strategies you are using:)

- Minor: 2
- Moderate: 0
- Substantial: 0
- N/A; not applicable: 14

- Minor: 0.0%
- Moderate: 0.0%
- Substantial: 0.0%
- N/A; not applicable: 12.5%

- Other: 87.5%
7) Many districts/colleges are making adjustments to their categorical programs. What strategies are you utilizing:

**Comment Responses:**

- We did not backfill categorical programs
- Trying to avoid shift in costs to gen fu
- Partial and total backfills temporary
- Paying out the parity we receive.
- Reducing parity pay
7.1) Reduce services to students (Many districts/colleges are making adjustments to their categorical programs. What strategies are you utilizing:)

7.1) Reduce services to students (Many districts/colleges are making adjustments to their categorical programs. What strategies are you utilizing:)

- None: 1
- Minimal: 18
- Moderate: 19
- Substantial: 10
7.2) Reduce staff expenditures (Many districts/colleges are making adjustments to their categorical programs. What strategies are you utilizing:)

7.2) Reduce staff expenditures (Many districts/colleges are making adjustments to their categorical program)
7.3) Reduce non-staff expenditures (Many districts/colleges are making adjustments to their categorical programs. What strategies are you utilizing?)
7.4) Partial backfill of funding (Many districts/colleges are making adjustments to their categorical programs. What strategies are you utilizing?)

![Pie chart showing the percentage distribution of strategies used by districts/colleges for partial backfill of funding: None (7), Minimal (11), Moderate (20), Substantial (7).]

- None: 24.4%
- Minimal: 15.6%
- Moderate: 15.6%
- Substantial: 44.4%
7.5) Total backfill of funding (Many districts/colleges are making adjustments to their categorical programs. What strategies are you utilizing:)

7.5) Total backfill of funding (Many districts/colleges are making adjustments to their categorical program)

- None: 28
- Minimal: 7
- Moderate: 5
- Substantial: 2

66.7% None
4.8% Minimal
11.9% Moderate
16.7% Substantial
7.6) Elimination of parity (Many districts/colleges are making adjustments to their categorical programs. What strategies are you utilizing?)
7.7) Other (please specify in comments field below) (Many districts/colleges are making adjustments to their categorical programs. What strategies are you utilizing:)

[Image of pie chart]

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Institutional Effectiveness
Annual Report
2008-2009

Office of the
Superintendent/President
Santa Barbara City College
721 Cliff Drive
Santa Barbara, CA 93109-2394

(805) 965-0581
www.sbcc.edu

September 2009
The following citizens currently serve as members of the Santa Barbara Community College District Board of Trustees:

Dr. Kathryn O. Alexander
Dr. Joe W. Dobbs
Sally D. Green
Morris M. Jurkowitz
Joan M. Livingston
Desmond O’Neill
Luis A. Villegas
Nicole L. Ridgell (Student Trustee)
Table of Contents

A Message from the Superintendent/President.................................................. 7

Chapter I

Student Learning, Achievement and Development................................. 8
Accountability Reporting ............................................................................. 8
  a. Student Progress and Achievement............................................... 8
  b. Earned at Least 30 Units and Persistence Rate ............................... 9
  c. Success Rate in Vocational and Basic Skills Courses ...................... 10
  d. Improvement Rate in Basic Skills and ESL Courses ....................... 10
Preparation of Applicants .......................................................................... 11
Preparation of Enrolled Students ............................................................... 12
Successful Course Completion Rates ....................................................... 14
  a. College-wide Successful Course Completion Rates ...................... 14
  b. Successful Completion Rates in Transfer Courses ....................... 15
  c. Successful Completion Rates in Basic Skills Courses .................... 16
  d. Successful Completion Rates in Career Technical Courses .......... 17
  e. Successful Completion Rates in Alternative Instruction vs.
     Traditional Courses ........................................................................ 18
Successful Completion Rates Online vs. Face-to-Face ......................... 19
Students on Academic or Progress Probation or Disqualification and
  Their Transition to Good Standing ......................................................... 20
Progression through and Completion of the Basic Skills
  Course Sequence (English, Math and ESL) ......................................... 21
Semester and Cumulative GPA of Full-Time Students ........................... 23
Persistence Rates of First-Time, Full-Time Students ............................. 24
Degrees and Certificates ......................................................................... 25
Number of Transfers ............................................................................. 26
Expected vs. Actual Transfer Rates ....................................................... 26
Student Right-to-Know Act Completion and Transfer Rates ................ 27
Number of Hours Students Study per Course per Week ...................... 28
Continuing Education Students Receiving a GED ................................ 29
Key Areas of Institutional Effectiveness in the Area of
  Student Learning, Achievement and Development ............................. 29
College Action in the Area of Student Learning,
  Achievement and Development .......................................................... 30
Chapter II

Student Outreach and Responsiveness to the Community ........................................ 31
Annual Full-Time Equivalent Students (FTES) .................................................. 31

Credit Division
Credit Student Headcount .................................................................................. 32
Full-Time Student Headcount ........................................................................ 33
High School Students Attending SBCC .............................................................. 34
First-Time Students from the District’s Local High Schools .......................... 35
Online Student Headcount .............................................................................. 35
Percentage of District Adult Population Served by the Credit Program .......... 36
Credit Student Ethnic Composition Compared to the District’s Adult Population .................................................. 36
Credit Gender Composition ............................................................................. 37
Credit Age Composition .................................................................................. 37
Students with Disabilities ................................................................................ 38
EOPS Students .................................................................................................. 39
Economically Disadvantaged Students ............................................................ 39
International Students .................................................................................. 40
Out-of-State Students ...................................................................................... 40
Course Enrollments in Employer-based Training, Work Experience and Service Learning .................................................. 41

Continuing Education Division
Continuing Education Student Headcount ..................................................... 41
Percentage of District Adult Population Served by Non-credit Program ........ 42
Continuing Education Student Ethnic Composition Compared to the District’s Adult Population .................................................. 42
Continuing Education Gender Composition .................................................. 43
Continuing Education Age Composition .......................................................... 43
Key Areas of Institutional Effectiveness in the Area of Student Outreach and Responsiveness to the Community .................................................. 44
College Action in the Area of Student Outreach and Responsiveness to the Community .................................................. 44
Chapter III

Faculty, Staff and Administrators/Managers .......................................................... 45
Regular Faculty, Staff and Administrators/Managers ........................................ 45
Gender Composition of Faculty, Staff and Admin/Managers ............................. 46
Ethnic Composition of Faculty, Staff and Admin/Managers ............................... 46
Ethnic Composition of New College Hires ............................................................. 47
Opportunities for Professional Development ....................................................... 47
Percent Growth in FTES Compared to Percent Growth in Permanent Employees ................................................................................................................................. 48
Key Areas of Institutional Effectiveness in the Area of Faculty, Staff and Admin/Managers .......................................................................................................................... 49
College Action in the Area of Faculty, Staff and Administrators/Managers ......... 49

Chapter IV

Applications of Technology ................................................................................. 50
Ratio of the Number of Computers Available on Campus per Full-Time Equivalent Students (FTES) .......................................................... 50
Ability to Renew and Replace Technology Equipment on a Regular Basis ............. 50
a. Average Age of Computers and Servers at Time of Replacement .............................. 51
b. Annual Expenditures for Technology Replacement as a Percentage of Technology Inventory ........................................................................................................... 51
c. Technology Equipment Reserve Amounts for Committed Replacements and for Contingency Funding ................................................................. 52
Ability to Fund New Technology Initiatives Each Year .......................................... 53
Ability to Support and Maintain Instructional Computer Classrooms and Labs .......................................................... 53
Ability of the Institution to Support and Maintain its Network and Telecommunications Infrastructure .......................................................... 54
a. Ratio of Network Administrators to Number of Network Users and Servers .................. 54
b. Utilization of Internet Bandwidth Capacity ............................................................. 55
c. Ratio of User Support and Training Staff to Total Faculty and Staff ...................... 56
### Chapter IV (Continued)

- Ability to Support 24/7 Access Year-Round to the College’s Web Applications ................................................................. 56
- Availability of Student Services Online .................................................. 57
- Key Areas of Institutional Effectiveness in the Area of Applications of Technology ................................................................. 57
- College Action in the Area of Applications of Technology .................. 58

### Chapter V

- Facilities ................................................................................................. 59
- Square Footage ..................................................................................... 59
- Energy Utilization/Square Foot .............................................................. 59
- Annual Expenditures for Maintenance and Upkeep of Facilities ............ 60
- Key Areas of Institutional Effectiveness in the Area of Facilities ............ 60
- College Action in the Area of Facilities ................................................ 60

### Chapter VI

- Fiscal Support ....................................................................................... 61
- Average Funding per FTES ................................................................. 61
- State General Apportionment as a Percentage of Total Revenues ............ 62
- Restricted Revenues as a Percentage of Total Revenues ....................... 62
- Salaries and Fringe Benefits .................................................................. 62
- Unrestricted General Fund: Salaries and Benefits ................................. 63
- Unrestricted General Fund: Fixed Costs .............................................. 64
- Unrestricted General Fund: Salaries, Benefits & Fixed Costs ................ 64
- State Cost of Living Adjustment (COLA) versus Consumer Price Index (CPI) Increases ................................................................. 65
- Capital Outlay Expenditures ................................................................. 66
- Fund Balance as a Percentage of Unrestricted Expenses ....................... 66
- The Foundation for SBCC ..................................................................... 67
- Key Areas of Institutional Effectiveness in the Area of Fiscal Support ...... 68
- College Action in the Area of Fiscal Support ......................................... 68
A Message from the Superintendent/President

Santa Barbara City College (SBCC) 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 gauges 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 2008-2011 College Plan. To that end, the report is divided into six 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, Staff and Administrators/Managers; Applications of Technology; Facilities; and Fiscal Support. Recognition should go to the following for their efforts in completing this project: Melanie Rogers, Research and Assessment Analyst in the Office of Institutional Assessment, Research and Planning for the data collection, analysis and report preparation; Vice Presidents Dr. Jack Friedlander, Dr. Paul Bishop, Sue Ehrlich, Joe Sullivan and Dr. Ofelia Arellano, and staff from various departments 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 assist us in achieving these fundamental purposes.

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

Student Learning, Achievement and Development

Accountability Reporting

In response to AB 1417 (2004, Pacheco), Performance Framework for the Community Colleges, the California Community Colleges Chancellor’s Office (CCCCO) 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. Please note that each ARCC report reflects data from the previous year. For example, the 2009 ARCC report contains data for the 2007-08 academic year. The first ARCC report was released by the Chancellor’s Office in March 2007, and the results for SBCC students compared to the statewide average and our peer groups on each of the performance measures in 2007, 2008 and 2009 are summarized below (see Figures I.1 - I.7).

Figure I.1 SBCC vs. Peer Group and Statewide Performance on ARCC Measure A. “Student Progress and Achievement”

In 2008 and 2009, SBCC performed above the peer group average on all seven measures, which marks an improvement over the College’s performance in 2007, where SBCC was above the peer group average in only four of the six measures. SBCC students performed at higher levels
than students statewide on all measures in all three years, and improved their performance on five of six measures from 2007 to 2008, and six of seven measures from 2008 to 2009.

Also of note is that SBCC was at the top of its peer group in 2007 for the measure “Improvement Rate for Credit Basic Skills Courses,” and in 2009 for the measure “Success Rate for Credit Basic Skills Courses.” Peer groupings are based on factors that were found to predict each individual measure. Colleges that have similar profiles related to these factors are grouped together to form the peer groups for each measure.

Figure I.2 SBCC vs. Peer Group and Statewide Performance on ARCC Measure B. “Earned at Least 30 Units”

![Figure I.2](image)

Source: ARCC Report

Figure I.3 SBCC vs. Peer Group and Statewide Performance on ARCC Measure C. “Persistence Rate”

![Figure I.3](image)

Source: ARCC Report
Figure I.4 SBCC vs. Peer Group and Statewide Performance on ARCC Measure D. “Success Rate for Credit Vocational Courses”

![Graph showing success rate for credit vocational courses from 2007 to 2009 for SBCC, Peer Group High, Peer Group Low, and Statewide Avg.]

Source: ARCC Report

Figure I.5 SBCC vs. Peer Group and Statewide Performance on ARCC Measure E. “Success Rate for Credit Basic Skills Courses”

![Graph showing success rate for credit basic skills courses from 2007 to 2009 for SBCC, Peer Group High, Peer Group Low, and Statewide Avg.]

Source: ARCC Report

Figure I.6 SBCC vs. Peer Group and Statewide Performance on ARCC Measure F. “Improvement Rate for Credit Basic Skills Courses”

![Graph showing improvement rate for credit basic skills courses from 2007 to 2009 for SBCC, Peer Group High, Peer Group Low, and Statewide Avg.]

Source: ARCC Report
## Preparation of Applicants

From 2004 to 2005 there was an increase in the percentage of applicants who took an assessment test and were eligible for college-level writing, from 29% to 35% (English 110: English Composition). In 2006, the percentage remained at 35%, but dropped slightly to 32% in 2007 and 30% in 2008 (see Figure I.8).

### Figure I.8 Percentage of Applicants Eligible for College-level English Writing Summer/Fall 2004 - Summer/Fall 2008

The percentage of applicants eligible for college-level reading increased from 26% in 2004 to 29% in 2005 and 2006, and dropped slightly to 28% in 2007 and 27% in 2008 (see Figure I.9).

---

**Figure I.7 SBCC vs. Peer Group and Statewide Performance on ARCC Measure G. “Improvement Rate for Credit ESL Courses”**

*Please note that these data were not collected in 2007*
The percentage of applicants eligible for college-level math increased from 25% in 2004 to 26% in 2005 and 27% in 2006, then dropped again to 25% in 2007 and 23% in 2008 (see Figure I.10).

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 the first two years, and slightly lower percentages in the last three years.
The percentage of students who took an assessment test, were enrolled as of census in the summer or fall semester (excluding K-12 dual enrolled students) and were eligible for college-level reading remained at 27%-28% over the five year period (see Figure I.12). 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 2005 and 2006.

The percentage of students who took an assessment test, were enrolled as of census in the summer or fall semester (excluding K-12 dual enrolled students) and were eligible for college-level Math decreased to 20% in 2005 and 2006, and 19% in 2007, and increased again to 21% in 2008 (see Figure I.13). This decline is an indication that students are entering the College less prepared for math in recent years. When compared to the total population of applicants who took the math assessment test, very little difference is seen, with slightly lower percentages of enrolled students placing into college level math in most years.
Successful Course Completion Rates

a. College-wide Successful Course Completion Rates
The percentage of successful grades (A, B, C, CR or P) across fall semesters has fluctuated over the past five years reaching a high of 71.3% in Fall 2008. However, the percentage of successful grades has increased steadily in the spring semesters, reaching a high of 72.2% in Spring 2009. SBCC maintained higher successful course completion rates than the statewide average in all semesters, and this difference has grown over time (see Figures I.14 & I.15).

Figure I.14 Overall Successful Course Completion Rates, Fall 2004 - Fall 2008
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 67.6% in Fall 2005 to a high of 71.9% in Spring 2009. Successful completion rates in transfer courses were slightly higher for SBCC than the statewide average in all semesters except Spring 2005. 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 (see Figures I.16 & I.17).
c. Successful Completion Rates in Basic Skills Courses

The successful completion rate in all basic skills courses has fluctuated from a low of 61.8% in Fall 2005 to 66.5% in Fall 2007. The basic skills completion rates fluctuated more across spring semesters, but show a general improvement from 59.4% in Spring 2005 to 65.8% in Spring 2009. Successful completion rates in basic skills courses were higher for SBCC than the statewide average in every semester (see Figures I.18 & I.19).
**d. Successful Completion Rates in Career Technical Courses**

The successful completion rate in all career technical courses has remained fairly stable across fall terms, ranging from a low of 76.6% in Fall 2007 to a high of 78.5% in Fall 2004. The completion rate has also been fairly stable across spring semesters, ranging from a low of 76.9% in Spring 2009 to a high 78.2% in Spring 2008 (see Figures I.20 & I.21). Statewide figures are not available at this time for comparison.
e. 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, which include courses that meet for less than 16 weeks granting three or more units, continue to have a high rate of successful completion, although they were exceeded by the success rates of Weekend courses. Success rates in Work Experience/Independent Study courses decreased slightly in the last year. While online courses, including all fully-online and hybrid courses, continue to have lower levels of successful course completion when compared to other methods, they have been improving in recent years, reaching a high of 63.7% in 2008-09 (see Table I.22). Traditional courses include all courses that meet on weekdays for at least 16 weeks, and are not online or work experience/independent study.

Table I.22 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>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>
<tr>
<td>2007-08</td>
<td>61.4%</td>
<td>81.3%</td>
<td>75.5%</td>
<td>77.9%</td>
<td>70.5%</td>
</tr>
<tr>
<td>2008-09</td>
<td>63.7%</td>
<td>79.4%</td>
<td>75.8%</td>
<td>80.7%</td>
<td>71.5%</td>
</tr>
</tbody>
</table>

Source: SBCC Student Information System
In order to provide a more comparable view of success in the online courses, success rates were calculated for those fully 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 are then compared with the success rates in the comparable face-to-face classes. Success rates in fully online courses are consistently lower than in comparable courses offered face-to-face, with the difference ranging from 13% in Fall 2004 to 20.3% in Spring 2006 (see Figures I.23 & I.24).

**Figure I.23 Successful Completion Rates in Online vs. Face-to-Face Courses Fall 2004 - Fall 2008**

![Graph showing successful completion rates in online vs. face-to-face courses for Fall 2004 to Fall 2008.](image)

**Figure I.24 Successful Completion Rates in Online vs. Face-to-Face Courses Spring 2005 - Spring 2009**

![Graph showing successful completion rates in online vs. face-to-face courses for Spring 2005 to Spring 2009.](image)
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 students who ended the term on academic or progress probation or disqualification remained fairly stable, ranging from 11.4% to 11.9% from Fall 2004 to Fall 2006, and dropping to 9.9% in Fall 2007 and 8.3% in Fall 2008 (see Figure I.25). The percentage of students who ended spring semesters in such statuses also remained fairly stable between 9.9% and 11.2% across the period (see Figure I.26).

Figure I.25 Students on Academic or Progress Probation or Disqualification - Total and Percentage of Overall Headcount, Fall 2004 - Fall 2008

Of the 1,622 students on academic or progress probation or disqualification at the end of Fall 2008 who enrolled in Spring 2009, 345 (21.3%) transitioned to good standing at the end of Spring 2009 (see Figure I.27).
Chapter I: Student Learning, Achievement and Development

Figure I.27 Fall Students on Academic or Progress Probation or Disqualification Transitioning to Good Standing by the Following Spring Semester Fall 2004 - Fall 2008

For students who were on academic or progress probation or disqualification at the end of Spring 2008 who enrolled in Fall 2008, 18.8% (394) transitioned to good standing in Fall 2008, a 0.5% increase over the previous year (see Figure I.28). These data will continue to be monitored in future years to help determine whether the Spring to Fall 2007 figure is the beginning of a potential trend.

Figure I.28 Spring Students on Academic or Progress Probation or Disqualification Transitioning to Good Standing by the Following Fall Semester Spring 2004 - Spring 2008

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. In English, 63% of the students new to the College who enrolled in a basic skills course in Fall 2006 enrolled in a higher level course in the same area of study within three years. Of the 63% who enrolled in a higher level course,
87% successfully completed at least one higher level course within the same time frame. Of the Fall 2006 cohort, approximately 50% enrolled in the English college-level course (ENG 110) within three years, and of those students 84% completed the course successfully (see Figure I.29).

In mathematics, 49% of the students new to the College who enrolled in a basic skills math course in Fall 2006 enrolled in a higher level math course within three years. Of those, 72% successfully completed at least one such course. Of the Fall 2006 cohort, 33% enrolled in a college level math course within three years, and of those students, 77.5% completed the course successfully. When comparing the three cohorts, some fluctuation can be seen with higher percentages of the Fall 2005 cohort enrolling in and completing a higher level math course (see Figure I.30).
In ESL, 22.6% of the students new to the College in Fall 2006 who enrolled in at least one ESL course in levels 1-4, subsequently enrolled in a level 5 ESL course within three years. Of those, 86% successfully completed this course within the same time frame (see Figure I.31).

**Figure I.31 ESL Level 1-4 Students Transition to Level 5 Within 3 Years**

**Semester and Cumulative GPA of Full-Time Students**

The average semester GPAs of full-time students fluctuated slightly over the period, but showed an overall decrease from 2.52 to 2.50. The median semester GPA has remained consistent over the period, while the mean and median cumulative GPAs have shown consistent increases (see Table I.32).

**Table I.32 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 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>
<tr>
<td>Fall 2007</td>
<td>2.50</td>
<td>2.75</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>2.50</td>
<td>2.76</td>
</tr>
</tbody>
</table>

Source: SBCC Student Information System
Persistence Rates of First-Time, Full-Time Students

The first-to-second semester persistence rate of first-time, full-time students has remained fairly stable in recent years (see Figure I.33).

![Persistence Rates of First-Time, Full-Time Students](Fall to Next Spring)

The first-to-fourth semester persistence rate remained fairly stable from Fall 2004 to Fall 2006 at around 55.4%, and increased very slightly to 55.7% in Fall 2007 (see Figure I.34).

![Persistence Rates of First-Time, Full-Time Students](First to Fourth Semester)
Degrees and Certificates Awarded

The total number of degrees awarded decreased in 2005-06 and 2006-07, increased again to a high of 1,406 in 2007-08, and dropped to 1,225 in 2008-09 (see Figure I.35). The large increase in 2007-08 of AA degrees is due in most part to the addition of a Liberal Studies Transfer degree, where over 400 degrees were awarded.

Figure I.35 Number of Degrees Awarded by Type, 2004-05 to 2008-09

The number of certificates awarded declined from 2004-05 to 2005-06, but increased again in 2006-07, 2007-08, and reached a high of 1,057 in 2008-09 (see Figure I.36). The large increase in certificates in 2008-09 is due to the addition of the IGETC and CSU Breadth certificates.

Figure I.36 Number of Certificates Awarded, 2004-05 to 2008-09
Institutional Effectiveness Annual Report

**Number of Transfers**

Overall, the number of students transferring annually from SBCC to UC and CSU campuses has increased over time, reaching its highest number ever in 2005-06. Although there was a slight drop in 2006-07, the total number of transfers increased again in 2007-08 (see Figure I.37).

**Figure I.37 Annual Transfers to UC and CSU**

The number of certificates awarded declined from 2004-05 to 2005-06, but increased again in 2006-07, 2007-08, and reached a high of 1,057 in 2008-09 (see Figure I.36). The large increase in certificates in 2008-09 is due to the addition of the IGETC and CSU Breadth certificates.

**Expected vs. Actual Transfer Rates**

In an attempt to produce transfer rates that more accurately reflect the achievement of community college students, the California Community College Chancellor’s Office (CCCCO) developed a methodology that takes into account students’ behavioral intent to transfer instead of relying on declared educational goal, a variable that has been shown not to be a reliable predictor of student intent. This methodology involves tracking several cohorts of students for six years to determine if they transferred to a four-year institution within that time period.

To help determine whether the transfer rates produced through this methodology indicate a college is having success with transfer, an “expected transfer rate” was calculated. The expected transfer rate takes into account those factors that influence transfer that are outside the control of the College. These factors include characteristics of the College’s service
area such as the bachelor degree attainment among the 25 year or older population within the service area and the percentage of students 25 years or older attending the College.

The cohorts used for the study are first-time college freshmen with a minimum of 12 units earned who attempted a transfer level Math or English course during enrollment. The outcome is transfer to a four-year institution within six years of initial enrollment, which is obtained through a data match with the National Student Clearinghouse (NSC), University of California (UC) and California State University (CSU). Through the data match with NSC, the CCCCO is able to find community college students who have transferred to private and out-of-state institutions.

The data for the three most recent cohorts available indicate that SBCC is not achieving its expected transfer rate and the rate declined between the 1998-99 and 1999-00 cohorts (see Table I.38). The almost 6.5% difference between SBCC’s actual and expected transfer rates is a cause for concern. The college will continue to monitor these rates as they become available from the CCCCO.

<table>
<thead>
<tr>
<th>Table I.38 Expected vs. Actual Transfer Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>1998-99 Cohort</td>
</tr>
<tr>
<td>1999-00 Cohort</td>
</tr>
<tr>
<td>2000-01 Cohort</td>
</tr>
</tbody>
</table>

Source: CCCCO

Student Right-to-Know Act Completion and Transfer Rates

In compliance with the Student-Right-to-Know and Campus Security Act of 1990, a federal reporting requirement, it is the policy of all California Community Colleges to make available 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 as self-reported on the college application. 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.39 shows completion rates and Figure I.40 transfer rates.

**Figure I.39 Student Right-to-Know Completion Rates**

<table>
<thead>
<tr>
<th>Year</th>
<th>Statewide Completion</th>
<th>SBCC Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2001</td>
<td>40.5%</td>
<td>31.9%</td>
</tr>
<tr>
<td>Fall 2002</td>
<td>37.0%</td>
<td>32.1%</td>
</tr>
<tr>
<td>Fall 2003</td>
<td>39.5%</td>
<td>31.9%</td>
</tr>
<tr>
<td>Fall 2004</td>
<td>36.5%</td>
<td>32.1%</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>35.3%</td>
<td>24.1%</td>
</tr>
</tbody>
</table>

Source: CCCCO

**Figure I.40 Student Right-to-Know Transfer Rates**

<table>
<thead>
<tr>
<th>Year</th>
<th>Statewide Transfer</th>
<th>SBCC Transfer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2001</td>
<td>25.8%</td>
<td>21.4%</td>
</tr>
<tr>
<td>Fall 2002</td>
<td>34.9%</td>
<td>29.6%</td>
</tr>
<tr>
<td>Fall 2003</td>
<td>19.2%</td>
<td>17.0%</td>
</tr>
<tr>
<td>Fall 2004</td>
<td>30.4%</td>
<td>25.1%</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>30.1%</td>
<td>17.9%</td>
</tr>
</tbody>
</table>

Source: CCCCO

**Number of Hours Students Study per Course per Week**

Every three years, the College conducts a comprehensive survey of students’ college experiences to determine the level of satisfaction with various aspects of the college life, including environment, instruction and services, and to determine student characteristics not available from the data gathered in the College’s student information system. The last such surveys were conducted in Spring 2005 and Spring 2008. Students’ self-reported hours of study per course per week decreased from Spring 2005 to Spring 2008. In Spring 2005, 39% of survey respondents indicated that they studied 5 or more hours per course per week, whereas only 26% of respondents in Spring 2008 indicated that they studied this many hours (see Table I.41).
Table I.41 Number of Study Hours per Course per Week
Spring 2005 & Spring 2008

<table>
<thead>
<tr>
<th>Study Hours Per Course Per Week</th>
<th>Spring 2005</th>
<th>Spring 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 2 Hours</td>
<td>18%</td>
<td>27%</td>
</tr>
<tr>
<td>Between 2-4 Hours</td>
<td>43%</td>
<td>48%</td>
</tr>
<tr>
<td>Between 5-8 Hours</td>
<td>26%</td>
<td>20%</td>
</tr>
<tr>
<td>More than 8 Hours</td>
<td>13%</td>
<td>6%</td>
</tr>
</tbody>
</table>

Source: Spring 2008 & Spring 2005 Student Survey Data

Continuing Education Students Receiving General Educational Development (GED)

Overall, the number of GED completers increased across the period, from 99 in 2004-05 to 124 in 2008-09. The number of Adult High School (AHS) completers also increased across the period, from 56 in 2004-05 to 99 in 2008-09 (see Figure I.42).

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. SBCC made progress in the completion rates of basic skills courses in math and English. Students’ progression through the sequence of basic skills courses and into college-level work has improved, but continues to be an area of concern. The annual transfers to UC and CSU campuses
rebouned in 2007-08, as did the number of degrees and certificates awarded. Online overall success rates have steadily improved over the past five years, and the number of Continuing Education Adult High School and GED completers continues to grow.

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

The College will continue its sustained efforts to support quality instruction and promote student success. The College will continue its focus on increasing 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 18,474 in 2008-09 represents a 13% increase compared to 2004-05 and a 5% increase compared to 2007-08 (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). In 2008-09, there has been a spike in demand for on-campus courses as well. The downturn in the economy and cuts in enrollments at UC and CSU campuses has lead to an unprecedented demand for our courses.
Credit Division

Credit Student Headcount

The credit student headcount increased steadily over the period. Fall 2008 represented a 15% increase over Fall 2004 and a 5% growth over Fall 2007 (see Figure II.2). In all five years, spring enrollment exceeds that of fall and shows the same steady increase over the period (see Figure II.3).

*Actual academic year FTES, not the FTES reported in the CC320.

Source: SBCC Student Information System

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*Figure II.1 Annual FTES*
Full-Time Student Headcount

The number of full-time students (enrolled in 12 or more units) increased by 21% over the period in fall semesters and by 25% in spring semesters. The percentage of full-time students out of all SBCC students remained fairly stable around 37% in the fall and 33% in the spring for the first four years in the period, but increased to almost 39% in Fall 2008 and 37% in Spring 2009 (see Figures II.4 & II.5). This comparison illustrates that the number of full-time students has kept pace with the overall growth the College has experienced in both semesters.
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 still in high school. The Dual Enrollment Program has been expanded significantly since its inception in Fall 1999. The number of high school students attending classes offered by SBCC increased steadily from Fall 2003 to Fall 2006, decreased slightly in Fall 2007, and decreased further in Fall 2008 (see Figure II.6). The proportion of these students increased from 8.9% of the total student population in Fall 2004 to 11.7% in Fall 2006, but decreased again to 8.7% in Fall 2008. This decline is due to the overall decrease in enrollments in the local high schools.
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 enrolling as first-time freshmen at SBCC in Fall 2008 was 56.9%, which is a 10% increase from Fall 2007, and a 3% increase from Fall 2004 (see Figure II.7). The Fall semester in which these students enroll as first-time freshmen does not necessarily follow immediately after the semester in which they graduated from high school.

**Figure II.7 New Students from the District’s Local High Schools Fall 2004 - Fall 2008**

![Graph showing the number of new students from the district’s local high schools from Fall 2004 to Fall 2008.](source)

**Online Student Headcount**

By Fall 2008, online students represented 20.1% of all SBCC students, showing an increase of 1,603 students, or 69% over the past five years (see Figure II.8). In Fall 2004, 977 students, or 6% of all students, were enrolled exclusively in online courses. By Fall 2008, 1,988, or 10% of all SBCC students, were enrolled online only.
Percentage of District Adult Population Served by the Credit Program

The Fall 2008 credit students 18 years of age or older - 17,431 - represented 11% of the SBCC District adult population of 161,776. The information about the district adult population for the South Coast is included in the 2009 UCSB Economic Impact Report.

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

All minority groups at the College are at proportions that exceed those in the district adult population. Latinos are 28% of SBCC students enrolled in credit programs, which is slightly higher than the 24.4% represented within the District’s adult population. Asians are 7% of SBCC students compared to 4.8% for the District’s adult population, and 2.9% of students were African-American compared to 1.4% in the District. Overall in Fall 2008, 42.8% of all SBCC students were from underrepresented ethnic groups, fostering a climate of social and cultural diversity (see Figure II.9).
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, and it remained stable in Fall 2007 (see Figure II.10).

In terms of age, the percentage of students 17 or younger increased from 10.8% in Fall 2004 to 13.5% in Fall 2006, and returned to 10.8% again in Fall 2008. The largest category of participants continues to be 18 to 20 year olds, representing 35.5% of all credit students in Fall 2008, followed by 21 to 25 year olds, at 21%. The 26 to 29 age group increased very slightly from 7.2% to 7.6% across the period. The 50 and over age group remained fairly stable, while the percentage of students 30 to 49 decreased slightly across the five year period from 19.4% to 17.8% (see Figure II.11).
Over the past five years, the number of students with disabilities enrolled in credit programs has increased. In 2008-09, SBCC’s Disabled Student Programs and Services qualified to receive state funding for 1,529 students. This represents a 48% increase from 2004-05, and a 19% increase from 2007-08 (see Figure II.12). 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.
Extended Opportunity Programs and Services (EOPS) Students Attending SBCC

The number of EOPS students enrolled at SBCC increased from 1,181 in 2004-05 to 1,374 in 2005-06, which is a 16% increase. However, EOPS enrollment has decreased in each of the three years since 2005-06. EOPS students represented between 4.1% and 5.3% of all SBCC students over the last five years (see Figure II.13).

Figure II.13 EOPS Students, 2004-05 to 2008-09

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 11.9% over the last five years. The percentage of all SBCC students who are economically disadvantaged increased from 31% in 2004-05 to 35.3% in 2005-06, but dropped to 28.8% in 2007-08 and increased again slightly to 29.7% in 2008-09 (see Figure II.14).

Figure II.14 Economically Disadvantaged Students, 2004-05 to 2008-09
International Students Attending SBCC

The number of international students attending SBCC with F1 or F2 student visas increased by 28% from Fall 2007 to Fall 2008. International students with student visas represented 5.3% of all credit students in Fall 2008, compared to 3.0% in Fall 2004 (see Figure II.15).

Figure II.15 Credit Students with Student Visas, Fall 2004 to Fall 2008

Out-of-State Students Attending SBCC

The number of out-of-state students attending SBCC has fluctuated over the past five years, but has remained at approximately 4% of the total student population (see Figure II.16).

Figure II.16 Credit Students with Out-of-State Residency
Fall 2004 to Fall 2008
Course Enrollments in Employer-based Training, Work Experience, and Service Learning

Since Fall 1999, the College has 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 includes professional development courses offered to employees of SBCC and 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.

Enrollment in the Employer-based Training program has fluctuated across the period, growing from 5,058 duplicated course enrollments in 2004-05 to a high of 6,943 in 2006-07, and dropping again to 4,951 in 2008-09. The General Work Experience and Service Learning program remained fairly stable across the period, with some fluctuations from year to year (see Table II.17).

Table II.17 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>2004-05</td>
<td>5,058</td>
<td>1,256</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>
<tr>
<td>2007-08</td>
<td>6,106</td>
<td>1,238</td>
</tr>
<tr>
<td>2008-09</td>
<td>4,951</td>
<td>1,300</td>
</tr>
</tbody>
</table>

Source: SBCC Student Information System

Continuing Education Division

Continuing Education Student Headcount

The total unduplicated number of students in the Continuing Education division increased by 18% from 41,590 in 2004-05 to 49,058 in 2005-06. Then, another 5.8% increase in 2006-07 was followed by a 3.4% drop in 2007-08 and an 8.7% decrease in 2008-09, which represents a 10% increase over the five-year period (see Figure II.18). The decline in enrollment in 2008-09 was intentional, due to the need to reduce section offerings as a result of state budget reductions. Enrollment will further decline in 2009-10.
because the College’s apportionment has been reduced by $2.6 million ongoing and systemwide, a workload reduction of 3.9% (reduction in FTES base) is being implemented.

**Figure II.18 Continuing Education Student Headcount**

<table>
<thead>
<tr>
<th>Year</th>
<th>Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-05</td>
<td>41,590</td>
</tr>
<tr>
<td>2005-06</td>
<td>49,058</td>
</tr>
<tr>
<td>2006-07</td>
<td>51,898</td>
</tr>
<tr>
<td>2007-08</td>
<td>50,108</td>
</tr>
<tr>
<td>2008-09</td>
<td>45,741</td>
</tr>
</tbody>
</table>

Source: SBCC CE Student Information System

**Percentage of District Adult Population Served by Non-Credit Program**

In 2008-09, SBCC’s Continuing Education Division served 45,741 students or 28% of the District’s adult population of 161,776, which means more than one out of every four adults in the community is taking non-credit classes at the College. When the credit and non-credit students are combined, SBCC served 46% of the College’s District adult population. The district adult population for the South Coast is provided in the 2008 UCSB Economic Impact Report.

**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 that of the District’s adult population. For example, Latino participation represented 28.1% of all students during the 2008-09 academic year, and Latinos are 24.4% of the District’s adult population. Asian students represented 3.6% of the student population compared to 4.8% in the District. African-American students constituted the same percentage of the student population (1.4%) as they represent in the District (see Figure II.19). However, these comparisons do not fully reflect the Continuing Education students as 15% of Continuing Education students did not provide their ethnicity information in 2008-09.
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 2008-09, 64.7% of students were female, compared to only 35.3% male (see Figure II.20).

Continuing Education Age Composition

The largest category of participants in Continuing Education programs continues to be 45 to 64 year olds, although the percentage decreased slightly to 31% of all students, followed by students age 65 and over, who represented 22.1% of students in 2008-09. Enrollments of students in the three younger age groups have increased slightly in 2008-09 from the previous year, while enrollments of students in the two older age groups as well as the unknown group declined slightly from last year. The largest
changes occurred among students who did not provide their birthdates, increasing steadily from 6.5% in 2004-05 to 9.8% in 2006-07, and dropping again to 6.7% in 2008-09 (see Figure II.21).

Key Areas of 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 expanded instructional options through its Online College and professional development courses for employees 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 under served segments of the population in our community, who seek the essential advantages that higher education provides. The College will implement the 2009-11 Enrollment Management Plan.
The total number of regular faculty decreased by one position (-0.4%) from 267 in 2007-08 to 266 in 2008-09. This is due to a late resignation and the department in which the position resides decided to recruit for the full-time faculty replacement in 2009-10. Due to the reductions in state funding for community colleges, the full-time faculty obligation has been waived, thus the College did not hire new full-time faculty in 2008-09 for 2009-10. Only retirements and resignations were replaced. Classified staff increased from 284 in 2004-05 to 322 in 2008-09, a 13.3% increase. Due to the state fiscal crisis in 2008-09, a number of classified staff positions that became vacant due to retirements or resignations were kept vacant for a period. Of the 16 vacancies that occurred in 2008-09, 10 were filled. Through consultation, it was decided that 6 classified staff and one administrator positions which became vacant in 2008-09 will not be filled in 2009-10. The number of administrators/managers decreased from 63 in 2007-08 to 62 in 2008-09, which represents a -1.6% decrease (see Figure III.1). Over the five-year period, regular faculty increased by 7.7% (19), classified staff by 13.3% (38) and administrators/managers remained stable.

Figure III.1 Permanent Faculty, Staff and Administrators/Managers 2004-05 to 2008-09

Note: The number of classified staff for 2007-08 included in the prior annual report was incorrect to the inadvertent counting of 19 employees who left the institution during the year.
In almost every year, the majority of new hires among regular faculty, staff and administrators/managers are replacement positions and not new positions (see Table III.2). Discrepancies between overall increases in headcount from year to year (Figure III.1) versus the number of new positions each year occur as a result of retirements, resignations, promotions, transfers, positions that are not replaced, temporary contracts, and replacements for leaves of absence and reduced workloads.

Table III.2 Replacement vs. New Positions Among Permanent Faculty, Staff and Administrator/Manager New Hires, 2004-05 to 2008-09

<table>
<thead>
<tr>
<th>Gender Composition of Faculty and Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>The proportion of women among regular faculty and staff remained fairly stable over the past five years; ranging from 53% to 56% among faculty and from 61% to 63% among staff. However, this proportion has fluctuated more among administrators and managers from a high of 58% in 2006-07 to a low of 54% in 2007-08 (see Figure III.3).</td>
</tr>
</tbody>
</table>

Figure III.3 Percent Women Among Permanent Faculty, Staff and Administrators/Managers, 2004-05 to 2008-09

Source: Human Resources Information System
Ethnic Composition of Faculty and Staff

The percentage of minorities among regular classified staff remained stable at 39% over the first three years of the period, and increased slightly to 40% in 2007-08 and 2008-09. An increase can be seen among full-time faculty from 17% to 20% during this same period. The proportion of minorities among administrators and managers increased slightly from 16% to 18% in 2006-07 and climbed to 24% in 2007-08, dropping again to 23% in 2008-09. The percentage of minorities among full-time faculty and administrators is about half the proportion among classified staff (see Figure III.4).

Figure III.4 Percent Minorities Among Permanent Faculty, Staff and Administrators/Managers, 2004-05 to 2008-09

![Bar chart showing percentage of minorities among faculty, classified staff, and administrators/managers over the years 2004-05 to 2008-09.]

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.5).

Table III.5 New Hires and Minority New Hires, 2004-05 to 2008-09

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>20</td>
<td>22</td>
<td>12</td>
<td>16</td>
<td>12</td>
</tr>
<tr>
<td>Minority Faculty</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>Staff</td>
<td>35</td>
<td>36</td>
<td>53</td>
<td>38</td>
<td>33</td>
</tr>
<tr>
<td>Minority Staff</td>
<td>9</td>
<td>17</td>
<td>15</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>Management</td>
<td>2</td>
<td>6</td>
<td>7</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>Minority Management</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

Source: Human Resources Information System
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 professional growth program, which is an incentive system that provides stipends to classified staff and classified managers. 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 regular and hourly staff and managers served by these centers is shown in Table III.6. The decrease in SRC enrollments from 317 in 2007-08 to 213 in 2008-09 is due to a reduction in class offerings.

<table>
<thead>
<tr>
<th>Table III.6 SBCC Employee Participation in SRC, PDC and Online Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>-----</td>
</tr>
<tr>
<td>PDC</td>
</tr>
<tr>
<td>Online</td>
</tr>
</tbody>
</table>

Percent Growth in FTES Compared to Percent Growth in Permanent Employees

New full-time faculty positions are determined by the state funded growth in FTES (known as the Full-Time Faculty Obligation). In two of the four years studied here, staff increases have outpaced FTES growth (see Table III.7). Due to the reductions in state funding for community colleges, the full-time faculty obligation has been waived, thus the College did not hire new full-time faculty for 2008-09. Only retirements and resignations were replaced.
Key Areas of Institutional Effectiveness in the Area of Faculty, Staff and Administrators/Managers

Over the past five years, the percentage of women increased for faculty and regular staff, and fluctuated from year to year for administrators/managers. The percentage of minorities among full-time faculty increased slightly, remained stable among staff, and fluctuated slightly over the period for management.

College Action in the Area of Faculty, Staff and Administrators/Managers

The College will continue to expand its efforts to hire highly qualified and diverse faculty and administrators. Due to the ongoing state fiscal crisis, the College will also continue to analyze each vacancy as it occurs and decide on whether the position can remain unfilled for a period.

Table III.7 Percent Growth in FTES Compared to Percent Growth in Regular Employees

<table>
<thead>
<tr>
<th></th>
<th>% Growth Faculty</th>
<th>% Growth Staff</th>
<th>% Growth Managers</th>
<th>% Growth FTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-05 to 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 2006-07</td>
<td>1.20%</td>
<td>5.50%</td>
<td>-3.23%</td>
<td>1.81%</td>
</tr>
<tr>
<td>2006-07 to 2007-08</td>
<td>2.30%</td>
<td>7.49%</td>
<td>5.00%</td>
<td>3.23%</td>
</tr>
<tr>
<td>2007-08 to 2008-09</td>
<td>-0.37%</td>
<td>-4.24%</td>
<td>-1.59%</td>
<td>4.73%</td>
</tr>
</tbody>
</table>

Source: Human Resources and SBCC Student Information Systems
Chapter IV

Applications of Technology

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

The growth in computers has resulted primarily from increases in faculty and computer lab development over the last seven 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 and in mathematics. In general, the increases in computers on campus have outpaced the growth in credit FTES over the period (see Table IV.1).

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

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td># Computers</td>
<td>1,589</td>
<td>1,645</td>
<td>1,723</td>
<td>2,084</td>
<td>2,363</td>
</tr>
<tr>
<td>Credit FTES</td>
<td>14,013</td>
<td>14,391</td>
<td>14,729</td>
<td>15,043</td>
<td>15,975</td>
</tr>
<tr>
<td>FTES/#Computers</td>
<td>8.8</td>
<td>8.7</td>
<td>8.5</td>
<td>7.2</td>
<td>6.8</td>
</tr>
</tbody>
</table>

Source: Information Technology & SBCC Student Information System

Ability to Renew and Replace Technology Equipment on a Regular Basis

The college measures its ability to renew and replace technology equipment on a regular basis in the following ways:

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

b. Annual Expenditures for Technology Replacement as a Percentage of Technology Inventory

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

The following sections include a detailed analysis of each of these measures.
**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 2002-03, the College moved to a four-year replacement cycle for all desktop machines and most computer labs. Due to the state fiscal crisis that started in 2008-09 and budget reductions for community colleges, the refresh period has been moved again to five years for 2009-10. At the server level, the increase in the average age of server replacements has resulted from not replacing servers in 2008-09, and reflects their age if they are replaced in 2009-10. The College will assess the fiscal situation and determine in 2010-11 whether to continue with the five-year replacement cycle or return to the four-year cycle. The larger servers for core administrative systems continue to have a useful life of five to six years (see Table IV.2).

| Table IV.2 Average Age of Computers and Servers at Time of Replacement |
|-------------------|-------------------|-------------------|-------------------|-------------------|
| Age of Computers (Years) | 4.6     | 4.3     | 4.1     | 4.2     | 4.8     |
| Age of Servers (Years)    | 4.9     | 4.8     | 4.5     | 4.1     | 5.1     |

Source: Information Technology

**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 beginning in 1999-00. 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 IV.3). Due to budget reductions for the 2002-03 year, in 2003-04 the percentage replacement fell short of this target. By 2004-05, the refresh budget was restored and a normal refresh cycle is averaging between 20 and 25% of inventory with a little catch-up in 2005-06 and 2006-07, when a number of large student labs were refreshed. The 2007-08 replacement of campus network infrastructure was delayed due to ongoing redesign activities.
Table IV.3 Annual Expenditures for Technology Replacement as a Percentage of Technology Inventory

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Replacement</td>
<td>$0.48</td>
<td>$1.26</td>
<td>$1.30</td>
<td>$0.70</td>
<td>$0.24</td>
</tr>
<tr>
<td>Expenditures ($M)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% of Inventory</td>
<td>21.8%</td>
<td>26.1%</td>
<td>26.8%</td>
<td>18.6%</td>
<td>10.2%</td>
</tr>
</tbody>
</table>

Source: Information Technology

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

The College has increased its technology equipment replacement contingency in order to continue funding replacement costs during periods of shortfalls in state technology equipment replacement funding (see Table IV.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 due to budget cuts in the State Technology and Telecommunications Infrastructure Program. Due to the 2002-03 budget cuts, these reserve funds were reduced significantly to pay for needed computer renewals during that year. In 2005-06, all technology fund reserves were diverted to funding the Banner implementation project, thus reducing the reserve to zero. The 2007-08 budget year required a much smaller number of computers and other hardware that needed replacement and therefore there was $584,000 carried forward into the 2008-09 budget year. $600,000 was allocated in 2008-09 to the equipment fund, but budget shortfalls put a freeze on spending early into the budget year, resulting in a carry forward of $826,000 into the 2009-10 budget year. We are anticipating at least two more years of constrained budgets, and have planned a five-year replacement cycle to stretch the carry forward through both the 2009-10 and 2010-11 budget years.

Table IV.4 Technology Equipment Reserve Amounts

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Committed</td>
<td>$0.85</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.58</td>
<td>$0.00</td>
</tr>
<tr>
<td>Replacements ($M)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contingency</td>
<td>$1.30</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.58</td>
<td>$0.83</td>
</tr>
<tr>
<td>($M)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

The College measures its ability to fund new technology initiatives each year by the amount of expenditures for new technology projects. Budget cuts in 2002-03 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 (see Table IV.5). In 2008-09, the Banner implementation was coming to an end, but because of state budget cuts to community colleges, no new funds were committed to technology projects.

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Banner Project</td>
<td>$0</td>
<td>$234</td>
<td>$18</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>($ K)</td>
<td>$2,442</td>
<td>$1,704</td>
<td>$2,174</td>
<td>$1,169</td>
<td>$149</td>
</tr>
</tbody>
</table>

Source: Information Technology

Most of the campus instructional labs have been funded by new technology funding. In addition, funding for new technology-mediated classrooms has historically been from the general fund for new initiatives. New funds have also been used to support the development of the Online College and the implementation of the SBCC student portal. Most of the new funding in the last four years has been used for the conversion to the Banner ERP system.

Ability to Support and Maintain Instructional Computer Classrooms and Labs

The College measures its ability to support and maintain instructional computer classrooms and labs 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 IV.6). 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. In 2005-06, the implementation of a College-wide classification study of classified staff resulted in two more ICLC positions for a total of 12.
Table IV.6 Ratio of Computers in Classrooms and Labs/Instructional Computer Lab Coordinators

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td># Computers</td>
<td>1,075</td>
<td>1,135</td>
<td>1,167</td>
<td>1,211</td>
<td>1,211</td>
</tr>
<tr>
<td># ICLCs</td>
<td>9</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Ratio</td>
<td>119</td>
<td>95</td>
<td>97</td>
<td>101</td>
<td>101</td>
</tr>
</tbody>
</table>

Source: Information Technology

Ability of the Institution to Support and Maintain its Network and Telecommunications Infrastructure

The College measures its ability to support and maintain its network and telecommunications infrastructure in the following ways:

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

b. Utilization of Internet Bandwidth Capacity

c. Ratio of User Support and Training Staff to Total Faculty and Staff

The following sections include a detailed analysis of each of these 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 IV.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, but the number continues to grow as we bring back to campus many of the services that had been remotely hosted in the past. The growth in the number of network users is primarily a result of increased use of the campus network environment by more adjunct faculty and the residents of temporary office space that has proliferated on campus. The large increase in the number of users in 2007-08 is due to a significant expansion of the campus wireless network, which provides campus network access to students with laptops and PDA’s.
Table IV.7 Ratio of Network Administrators (FTE) to Number of Users and Servers

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td># Users</td>
<td>1,530</td>
<td>1,556</td>
<td>1,623</td>
<td>2,233</td>
<td>2,363</td>
</tr>
<tr>
<td># FTE</td>
<td>5.0</td>
<td>6.0</td>
<td>6.0</td>
<td>6.0</td>
<td>6.0</td>
</tr>
<tr>
<td>Ratio</td>
<td>306</td>
<td>259</td>
<td>271</td>
<td>372</td>
<td>394</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td># Servers</td>
<td>29</td>
<td>44</td>
<td>52</td>
<td>95</td>
<td>105</td>
</tr>
<tr>
<td># FTE</td>
<td>5.0</td>
<td>6.0</td>
<td>6.0</td>
<td>6.0</td>
<td>6.0</td>
</tr>
<tr>
<td>Ratio</td>
<td>5.8</td>
<td>7.3</td>
<td>8.7</td>
<td>15.8</td>
<td>17.5</td>
</tr>
</tbody>
</table>

Source: Information Technology

b. Utilization of Internet Bandwidth Capacity

These measures of peak Internet bandwidth capacity in Table IV.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. 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. However, with ever-increasing demands placed on bandwidth, both inbound and outbound, to the Internet, we are awaiting the addition of a second CENIC connection that will add a redundant link for availability with a speed of one gigabit per second. This addition will help to substantially reduce times when we are hitting 100% of available inbound bandwidth.

Table IV.8 Percent Utilization of Internet Bandwidth Capacity Weekly

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>% Inbound</td>
<td>24.6%</td>
<td>35.6%</td>
<td>47.4%</td>
<td>84.0%</td>
<td>87.6%</td>
</tr>
<tr>
<td>% Outbound</td>
<td>3.9%</td>
<td>11.7%</td>
<td>13.3%</td>
<td>33.0%</td>
<td>36.3%</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 five-year period, while the number of SBCC faculty and staff has increased (see Table IV.9). This growth 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. It should be noted that online, self-paced training options have mitigated to some degree the need for face-to-face training.

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

<table>
<thead>
<tr>
<th></th>
<th></th>
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<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>592</td>
<td>611</td>
<td>628</td>
<td>660</td>
<td>644</td>
</tr>
<tr>
<td>faculty and staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and staff not</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>included</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># Support FTE</td>
<td>8.0</td>
<td>8.0</td>
<td>8.0</td>
<td>8.0</td>
<td>8.0</td>
</tr>
<tr>
<td>Ratio</td>
<td>74.0</td>
<td>76.4</td>
<td>78.5</td>
<td>82.5</td>
<td>80.5</td>
</tr>
</tbody>
</table>

Source: Information Technology

Ability to Support 24/7 Access Year-Round to the College’s Web Applications

The College measures its ability to support 24/7 access year-round to the College’s web applications by the percentage of available “up-time.” Over the last two years, the College has substantially improved this performance index to 99.9% availability by increasing network server, storage, and communications redundancy (see Table IV.10). The College engaged in a 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 IV.10 Ratio of “Up-Time” to Total Hours of Operation

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Up-Time Ratio</td>
<td>98.3%</td>
<td>99.6%</td>
<td>99.8%</td>
<td>99.9%</td>
<td>99.9%</td>
</tr>
</tbody>
</table>

Source: Information Technology
Availability of Student Services Online

Students have had the ability to apply online since Fall 2000. With the campuswide implementation of Campus Pipeline in Fall 2001, students 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 Banner student system in Spring 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.

Key Areas of Institutional Effectiveness in the Area of Applications of Technology

Over the past five 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. Initially, online courses were hosted on-campus, but were moved to an offsite hosting facility due to unreliable power and after-hours support issues. In 2008-09, we have begun the migration back to campus servers with the installation of a data center generator and better hardware. The College also moved from using WebCT in an off-site hosted environment to using Moodle, which is hosted on campus. This has increased the number of campus servers, as well as inbound and outbound bandwidth utilization.

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 as a result of this growth. The deployment of campus-wide Wifi access has made network resources available to thousands of additional users who bring laptops or PDAs to campus.
College Action in the Area of Applications of Technology

During the past four years, a number of new initiatives have been planned and implemented including: the Banner ERP system, integration of the Campus Pipeline portal with the 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. During 2007-08, the College piloted a new learning management system, Moodle. Following the successful pilot, a production version was created with integration to the Banner student system, and the Online College migrated all distance learning courses from WebCT to Moodle during the 2008-09 year.
Chapter V

Facilities

Square Footage

The overall space available for instructional and non-instructional activities at the College (including the two Continuing Education centers) increased every year except in 2006-07. The overall space available in 2008-09 was 712,901 square feet, of which 492,690 or 69% was dedicated to instruction (see Figure V.1).

![Figure V.1 SBCC Building Space - Square Footage, 2004-05 to 2008-09](image)

Energy Utilization/Square Foot


<table>
<thead>
<tr>
<th>Calendar Yr</th>
<th>SElectricity/Sq. Foot</th>
<th>SGas/Sq. Foot</th>
<th>SWater/Sq. Foot</th>
</tr>
</thead>
<tbody>
<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>
<tr>
<td>2007</td>
<td>$1.61</td>
<td>$0.28</td>
<td>$0.29</td>
</tr>
<tr>
<td>2008</td>
<td>$1.54</td>
<td>$0.21</td>
<td>$0.29</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 8.6% between 2004-05 and 2008-09. 2008-09 expenditures decreased by 3.6% from the previous year due to efforts to reduce expenditures as a result of reductions in state funding (see Figure V.3).

Figure V.3 Annual Expenditures for Maintenance and Upkeep of Facilities 2004-05 to 2008-09

Key Areas of 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 to ensure 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. The passage on June 3, 2008 of the Measure V bond for capital improvements includes $17 million for deferred maintenance projects. This infusion of money will allow the College to make significant improvements throughout the main campus, and the two Continuing Education centers. The ongoing state fiscal challenges will continue to pose difficulties in this area.
Chapter VI

Fiscal Support

The fiscal health of the College is an ongoing key area of emphasis for the Board of Trustees, administration, 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 VI.1). SBCC experienced a more significant growth in per FTES funding in 2006-07 due to the implementation of SB361 funding mechanism, which provided equalization of funding across the community colleges. Average state funding per FTES for UC, CSU and California Community Colleges is provided by California Postsecondary Education Commission (CPEC). Data for SBCC is provided by the SBCC Accounting Office and K-12 data is from the state Legislative Analyst’s Office (LAO).

Figure VI.1 Average State Funding per FTES, 2006-07 to 2008-09

*These data are proposed estimates for 2008-09
State General Apportionment as a Percentage of Total Revenues

This percentage increased to its highest point (49%) in 2007-08, which is a 10% increase from 2004-05 (see Figure VI.2).

Figure VI.2 State General Apportionment as a Percentage of Total Revenues 2004-05 to 2008-09

Restricted Revenues as a Percentage of Total Revenues

Restricted revenues represented 14% of the total revenues in 2008-09, which is a slight decrease from 16% in 2007-08.

Salaries and Fringe Benefits

Fringe benefits (excluding STRS and PERS) represent 15% of salaries, and STRS and PERS constitute an additional 7% of salaries. This is a 1% increase in fringe benefits for 2008-09. Total salaries and benefits represented 86.6% of total expenditures from restricted and unrestricted funds in 2008-09, which is the highest level of the period (see Figure VI.3). As a result of such high proportions of the budget expenditures dedicated to salaries and benefits, discretionary funds that the College can spend on new initiatives or to enhance support of existing projects are limited.

Figure VI.3 Salaries & Benefits as a Percentage of Total Restricted and Unrestricted Expenditures, 2004-05 to 2008-09

Source: SBCC Accounting Office

% of Total Revenues

Source: SBCC Accounting Office

% of Total Expenditures
Instructional salaries and benefits represented 55.4% of total expenditures from restricted and unrestricted funds in 2008-09, which is an increase from 53.4% in 2004-05 (see Figure VI.4). The College is in compliance with Education Code Section 84362 (i.e., the 50% Law).

Figure VI.4 Instructional Salaries & Benefits as a Percentage of Total Restricted and Unrestricted Expenditures, 2004-05 to 2008-09

Unrestricted General Fund: Salaries and Benefits

The college’s expenditures for unrestricted salaries and benefits have grown by over $20M in the past five years, which represents a 38% increase. When examining salaries and benefits as a percentage of the unrestricted general fund, this percentage has remained fairly constant between 88% and 90% of the College’s expenses (see Figure VI.5). However, this means that the College’s ability to expend unrestricted general funds on projects and new initiatives is limited.

Figure VI.5 Unrestricted Salaries & Benefits as a Percentage of the Unrestricted General Fund Expenses, 2004-05 to 2008-09
Unrestricted General Fund: Fixed Costs

The College’s expenditures for fixed costs have grown by almost $400,000 in the past five years, which represents a 15% increase. Fixed costs are those expenses that the College must pay and has little flexibility or control over the amounts and include utilities, insurance, and audit and banking fees. When examining fixed costs as a percentage of the unrestricted general fund, this percentage has remained fairly constant around 4% of the College’s expenses, dropping slightly to 3.6% in 2008-09 (see Figure VI.6). This drop is due to efforts to slow down expenditures in 2008-09 in light of the state fiscal crisis and reductions in state funding for community colleges, including SBCC.

Figure VI.6 Fixed Costs as a Percentage of the Unrestricted General Fund Expenses, 2004-05 to 2008-09

Unrestricted General Fund: Salaries, Benefits and Fixed Costs

That portion of the College’s revenues and expenditures that is not salaries, benefits or fixed costs represents the discretionary portion of the College’s budget. For most of the past five years, these combined costs have been between 83% and 88% of the unrestricted general fund revenues and between 92% and 93% of expenses. These figures indicate that only 12% to 17% of the revenues and 7% to 8% of the expenses are discretionary. The combined expenses for salaries and benefits and fixed costs have grown by over $21M in the past five years, which represents a 37% increase (see Figures VI.7 & VI.8).
State Cost of Living Adjustment (COLA) versus Consumer Price Index (CPI) Increases

In 2005-06 and 2007-08, 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 VI.9).

Table VI.9 COLA and CPI 2005-06 to 2008-09

<table>
<thead>
<tr>
<th></th>
<th>2005-06</th>
<th>2006-07</th>
<th>2007-08</th>
<th>2008-09</th>
<th>4-Year Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>COLA</td>
<td>4.23%</td>
<td>5.92%</td>
<td>4.53%</td>
<td>0.00%</td>
<td>3.67%</td>
</tr>
<tr>
<td>CPI</td>
<td>5.18%</td>
<td>2.94%</td>
<td>5.38%</td>
<td>-2.22%</td>
<td>2.82%</td>
</tr>
</tbody>
</table>

Source: SBCC Accounting Office
Capital Outlay Expenditures

The capital outlay expenditures as a percentage of total revenues (including general, equipment and construction funds) fluctuated only slightly between 10% and 12% over the first four years, but dropped to 6% in 2008-09 (see Figure VI.10). This drop is due to the decision to reduce expenditures in 2008-09 in light of the state fiscal crisis and the need to preserve cash reserves to deal with deferred payments and reduced funding from the state.

General Fund Balance as a Percentage of Total Unrestricted General Fund Expenses

Total general fund balances as a percentage of total unrestricted general fund expenses have decreased significantly over the five-year period from a high of 49% in 2004-05 to a low of 27% in 2007-08. Figure VI.11 shows the fund balances as a percentage of unrestricted general fund expenditures and Table VI.12 shows actual fund balances. This decline indicates that the ability of the College to cover ongoing expenditures in cases of severe shortfalls has been eroded over the period.
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 fluctuated somewhat over the last five years, ranging from $4M in 2004-05 to $6.4M in 2008-09. The large increase in 2005-06 to $9.1M is due to a generous $5M deferred gift from one donor (see Figure VI.13). The increase in 2008-09 is due to receipt of a large estate gift.
Key Areas of Institutional Effectiveness in the Area of Fiscal Support

During years of fiscal instability, the Board of Trustees and the administration avoided fiscal problems by diligently developing and administering the college budget. Between 2003-04 and 2007-08, California Community Colleges and SBCC experienced very good budgets with significant infusion of new money through the implementation of the SB 361 funding mechanism and the equalization of funding across the 72 California community college districts and 110 community colleges. From a total fund balance of over $30 million at the end of 2001-02, the College started 2008-09 with a total ending balance of $22.6 million and a bleak fiscal outlook. In 2008-09, the College took deliberate and proactive measures to deal with the state fiscal crisis. As a result, the College was able to maintain employment of all regular employees and preserve core instruction and services.

College Action in the Area of Fiscal Support

In 2008-09, the College has reduced its operating expenses to meet the budget reductions effected by the State. The College has made concerted efforts to continue ongoing unrestricted general fund expenditure reductions in 2009-10 and achieved a balanced budget, in spite of significant reductions in state funding. The College will engage in a systematic analysis of its budgeting practices, reduce ongoing unrestricted general fund expenditures, link program reviews to planning and budgeting, and aggressively pursue alternative sources of revenues. At the same time, as a college, our two most important commitments and efforts are towards maintaining 1) core instruction and programs that serve our students, and 2) employment of regular employees: full-time faculty, regular classified staff and administrators/managers.
2008-2009 Report on the
Comprehensive Accountability System of
Santa Barbara City College

From the Office of Superintendent/President
Dr. Andreea M. Serban

Data Collection, Analysis and Report Preparation
Melanie Rogers, M.A., Analyst
Institutional Assessment, Research and Planning

The report is also available on the Web at:
www.sbcc.edu/institutionalresearch/

September 2009
The Key to Dropout Prevention and Integration to College

A Freshman Transition course in 9th grade

Career Choices Dual Enrollment Initiative
Presented to: SBCC Board Study Session
November 5, 2009

Overview of this presentation:
Career Choices pilot semester Fall 09 and how we got here

• A bit about the curriculum and the 10-Year-Plan

• The course as an SBCC Dual Enrollment course

• Q & A
Career Choices and how we got to the Fall 09 pilot

February – Diane attended a workshop about the curriculum and George Washington Freshman Transition Initiative

• April – 30 educators from the SB and Carpinteria districts attended a similar workshop in Santa Barbara

• May – Teachers and administrators from both districts attended a Lead Teacher Train-the-Trainer in SB

• July -- Focus on Freshmen conference in Los Angeles attended by Frann Wagenack of SBHS and Kathy Abney and Paul Cronshaw from LaCuesta

• September -- Dinner event attended by 30 K-12 educators as well as SBCC and UCSB administrators.

Why have a program like this?
Students Need to be Informed and Stay Focused

"We are seeing an epidemic of work-life unreadiness, kids in their early twenties who can't figure out who they are or what they need to be doing with their lives..."

Dr. Mel Levine, Best Kept Secret
One Mind at a Time and Ready or Not: Here Life Comes
Today Show, March 27
Universal problem –
In Great Britain, they’re called KIPPERS

Kids
In
Parents
Pockets
Eroding
Retirement
Savings

Nationally,
32% of students do not complete high school on time.

Our numbers in Santa Barbara and Carpinteria are much lower, but are our students receiving what they need in order to STAY IN COLLEGE and complete a degree or CTE certificate?
96% of middle schoolers and 80% of high school sophomores aspire to go to college, etc.

There is a disconnect: aspirations do not meet reality
COMPLETION!

Both High School and College

Nationally, Just 36% of entering COLLEGE freshmen get a degree within years and 58% in six years.
nationwide...only

6% of students from low income* families have a degree by age 24

*earning less than $35,377 annually
The George Washington University's Freshman Transition 10-Step Plan
School-wide Reform Model

Students need to know.....

Who Am I?

What Do I Want in Life?

How do I Get It?
The course is Motivational. Students are more likely to apply themselves to increasingly rigorous academic studies if they have a vision of their future and understand what doing well in school today means to their future happiness and life satisfaction.

The Dual Enrollment Freshman Transition course for 9th graders helps students take responsibility for their own education and is a catalyst that could change the culture of the school.
Career Choices

- Students learn a for the most important decisions of their lives:
  - Who am I?
  - What do I want?
  - How do I get it?

The Career Choices curriculum is:

- A standards-based, one-semester course that culminates with every student creating an online 10-Year-Plan that is updated and used throughout high school for academic coaching.
This standards-based curriculum integrates academics and technology into the critical thinking required of the student to research and understand 3 career fields.

- Important for meeting the new requirements and standards for increased reading and math scores
- Important for students’ futures
Interdisciplinary Model

Thematic Approach

Science  English

Math  Electives

Social Studies

Different by Design

• Self-discovery surveys and inventories
• Worksheets and journal entries
• Activities that foster contemplation and investigation
• Case studies and group projects
Career Choices meets the Course Standards for Freshman Transition Classes and California standards for English Language Arts

English/Language Arts Anthology

Optional Academic Enhancement
Stories and literature provide affective learning opportunities

Studies show that people integrate learning more through stories and metaphor than didactic readings and lectures.

Real-World Math

Optional academic enhancement that corresponds with Career Choices Chapter Four: What Cost this Lifestyle?
100-page math problem:
*Calculate the budget of how you want to live when you are 29 years old.*

This activity will have the greatest impact on a student's attitude about preparing for the future.

- **HOUSE**
  - **PRICE**: $190,000
  - **INTEREST**: 6%
  - **REALTOR**: 8%
  - **CONTRACT**: 1%

That all-important next step...

- *Now find a job that you think you will be qualified for that will support this lifestyle.*
Completion

Studies show that students who can project themselves into the future and

are far less likely to
* drop out of school (high school AND college),
* become a teen parent, or
* abuse drugs.

How do you get the average 14-year-old to write a meaningful 10-year plan?
Freshman Transition Course Final Project
10-year career-inclusive education plan

- Develop a career focus and career commitment: 50%
- Skills to become economically self-sufficient: 25%
- Envision and plan for a productive future: 25%

The students’ 10-Year-Plan will:

- Follow that student to Santa Barbara City College which will allow them to continue updating and using their Plan in the advisory/articulation process.
The students' electronic 10-Year-Plan includes:

- fields so that they can track all Dual Enrollment courses taken while they are in high school. This will help students keep their career path and educational goal focused!

Online Advisory Tool

- Each student creates a 10-year career-inclusive education plan that is accessible online and integrated with their academic and career goals.
This will be an SBCC Dual Enrollment course AND The 10-Year-Plan will follow the student to Santa Barbara City College!

Changing Attitudes, Changing Lives!

The formula for success for ALL students!
Benefits of this Dual Enrollment Career Choices initiative

• Offer courses - both high school AND college

• Integrate into post-secondary programs

• Increase recruitment and retention into career academies and pathways

• Provide skills to

Quickly go to scale...

Because this is a complete curriculum, with comprehensive online professional development, the planning cycle is short.

...Carpinteria already has the course for all freshmen and SB schools could have a course for every freshman by next year
Suggestions for Partners-In-Education to help with this initiative?

- Textbooks – the Irvine Foundation provided textbooks for the Fall 09 pilot. If all freshmen take the course, 1500 more texts are needed.

- Replenishing the consumable workbooks (for each 9th grade class) that provide access to the 10-Year-Plan.

- Continued (and increased) guest speakers from business and placement of interns in the upper high school grades.

THANK YOU!

Time for

Q & A