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The Office of the Superintendent/President, Room A110 in the MacDougall Administration Center, is the location where documents that are public records relating to any item under discussion on a Committee agenda (including documents distributed with the agenda and those distributed to all or a majority of the members of the Committee within 72 hours prior to a Committee meeting) are available for public inspection.

Agendas and supporting documents are also posted on the college website at http://www.sbcc.edu/boardoftrustees/.

1. HEARING OF CITIZENS

Members of the public at each meeting location have the opportunity to directly address the Committee on any item of interest to the public that is within the jurisdiction of this Committee whether or not it is an item noticed on this agenda.

Unless otherwise determined by the Committee, each person is limited to five minutes (20 minutes per issue). Those wishing to address the Committee at this meeting should complete a written request and return it to the Committee secretary prior to the Committee meeting (Govt Code Sec. 54954.3).

2. Annual Institutional Effectiveness Report 2009-10 – Chapter 1. Student Learning, Achievement and Development and Chapter 2. Student Outreach and Responsiveness to the Community (Attachment 1)

3. Initiatives to increase student achievement in completion of basic skills sequence, certificates, degrees and/or transfers (Attachment 2)
Santa Barbara City College

Committed to the Success of Each Student

Institutional Effectiveness
Annual Report
2009-2010
SANTA BARBARA COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES

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

Dr. Peter Haslund, President
Luis A. Villegas, Vice President
Marty Blum
Marsha Croninger
Morris M. Jurkowitz
Joan M. Livingston
Lisa Macker
Nicole L. Ridgell (Student Trustee)
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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: Robert Else, Sr. Director of Institutional Assessment, Research, and Planning for data validation and project coordination, and 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

ARCC: 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). The primary focus of this assessment is tracking the success of students in meeting their educational goals. The ARCC report is published yearly by the Chancellor’s Office; the first report was released in 2007. The report compares students at each college to statewide averages, and to peer-group colleges chosen on the basis of similarity in size, demographics, and other factors. The results from the 2010 ARCC report, released in March 2010 and covering the 2008-09 academic year, are presented below.

ARCC Measure A: Student Progress and Achievement

This measure is defined as the percentage of first-time students who earned at least 12 units and who achieved any of the following outcomes within six years: transferred to a four-year college, earned an AA/AS degree, earned a Certificate of 18 units or more, or achieved “Transfer Directed” or “Transfer Prepared” status. SBCC’s rate has steadily improved, is consistently well above the statewide average, and is above the peer group average in 3 out of 4 years.

Figure I.1 ARCC Measure A: Student Progress and Achievement

<table>
<thead>
<tr>
<th>Cohort Years</th>
<th>2000-01 to 2006-07</th>
<th>2001-02 to 2005-06</th>
<th>2002-03 to 2007-08</th>
<th>2003-04 to 2008-09</th>
</tr>
</thead>
<tbody>
<tr>
<td>SBCC</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>57.4%</td>
<td>59.9%</td>
<td>62.2%</td>
<td>62.2%</td>
</tr>
<tr>
<td>Peer Group High</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>66.3%</td>
<td>64.3%</td>
<td>69.3%</td>
<td>70.5%</td>
</tr>
<tr>
<td>Peer Group Low</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>50.3%</td>
<td>42.3%</td>
<td>51.3%</td>
<td>52.4%</td>
</tr>
<tr>
<td>Peer Group Avg</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>58.1%</td>
<td>53.4%</td>
<td>58.8%</td>
<td>59.7%</td>
</tr>
<tr>
<td>Statewide Avg</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>52.0%</td>
<td>51.2%</td>
<td>51.8%</td>
<td>52.3%</td>
</tr>
</tbody>
</table>
ARCC Measure B: Earned at least 30 Units

This is the percentage of first-time students who showed intent to complete and who, within six years, earned at least 30 units while in the California Community College System. SBCC tracked the statewide and peer group averages, slightly exceeding them in 2 out of the 4 years.

![Graph showing ARCC Measure B: Earned at Least 30 Units]

<table>
<thead>
<tr>
<th>Cohort Years</th>
<th>2000-01 to 2000-07</th>
<th>2001-02 to 2005-06</th>
<th>2002-03 to 2007-08</th>
<th>2003-04 to 2008-09</th>
</tr>
</thead>
<tbody>
<tr>
<td>SBCC</td>
<td>69.7%</td>
<td>71.6%</td>
<td>74.3%</td>
<td>71.3%</td>
</tr>
<tr>
<td>Peer Group High</td>
<td>78.6%</td>
<td>77.6%</td>
<td>78.4%</td>
<td>81.7%</td>
</tr>
<tr>
<td>Peer Group Low</td>
<td>55.6%</td>
<td>66.8%</td>
<td>63.2%</td>
<td>60.0%</td>
</tr>
<tr>
<td>Peer Group Avg</td>
<td>69.3%</td>
<td>70.9%</td>
<td>71.1%</td>
<td>72.1%</td>
</tr>
<tr>
<td>Statewide Avg</td>
<td>70.3%</td>
<td>70.4%</td>
<td>71.2%</td>
<td>72.4%</td>
</tr>
</tbody>
</table>
ARCC Measure C: Persistence Rate

This is the percentage of first-time students with a minimum of 6 units earned in a Fall term who returned and enrolled in the subsequent Fall term anywhere in the system. SBCC exceeded the statewide and peer group average in all 4 years, with the exception of being 0.4% under the peer group average in the most recent year.

![Persistence Rate Graph]

<table>
<thead>
<tr>
<th>Cohort Years</th>
<th>Fall 04 - Fall 05</th>
<th>Fall 05 - Fall 06</th>
<th>Fall 06 - Fall 07</th>
<th>Fall 07 - Fall 08</th>
</tr>
</thead>
<tbody>
<tr>
<td>SBCC</td>
<td>68.5%</td>
<td>72.0%</td>
<td>70.4%</td>
<td>68.4%</td>
</tr>
<tr>
<td>Peer Group High</td>
<td>78.9%</td>
<td>76.1%</td>
<td>80.6%</td>
<td>77.3%</td>
</tr>
<tr>
<td>Peer Group Low</td>
<td>52.1%</td>
<td>61.6%</td>
<td>53.8%</td>
<td>50.1%</td>
</tr>
<tr>
<td>Peer Group Avg</td>
<td>66.6%</td>
<td>68.9%</td>
<td>69.3%</td>
<td>68.8%</td>
</tr>
<tr>
<td>Statewide Avg</td>
<td>69.3%</td>
<td>68.3%</td>
<td>69.2%</td>
<td>68.7%</td>
</tr>
</tbody>
</table>
ARCC Measure D: Success Rate for Credit Vocational Courses

SBCC exceeded the statewide and peer group average in all four reporting years, and shows an upward 3-year trend, leveling off in the last reporting year.

<table>
<thead>
<tr>
<th></th>
<th>2005-06</th>
<th>2006-07</th>
<th>2007-08</th>
<th>2008-09</th>
</tr>
</thead>
<tbody>
<tr>
<td>SBCC</td>
<td>76.8%</td>
<td>79.4%</td>
<td>80.0%</td>
<td>80.3%</td>
</tr>
<tr>
<td>Peer Group High</td>
<td>85.6%</td>
<td>85.5%</td>
<td>85.4%</td>
<td>81.9%</td>
</tr>
<tr>
<td>Peer Group Low</td>
<td>66.7%</td>
<td>66.4%</td>
<td>67.0%</td>
<td>64.5%</td>
</tr>
<tr>
<td>Peer Group Avg</td>
<td>74.6%</td>
<td>74.9%</td>
<td>74.5%</td>
<td>74.7%</td>
</tr>
<tr>
<td>Statewide Avg</td>
<td>77.3%</td>
<td>78.2%</td>
<td>77.7%</td>
<td>77.5%</td>
</tr>
</tbody>
</table>
ARCC Measure E: Success Rate for Credit Basic Skills Courses

SBCC exceeded the statewide and peer group average in all four reporting years, and was the peer group high in most recent 2 reporting years.

**Figure 1.5 ARCC Measure E: Success Rate Credit Basic Skills Courses**

<table>
<thead>
<tr>
<th>Cohort Years</th>
<th>2005-06</th>
<th>2006-07</th>
<th>2007-08</th>
<th>2008-09</th>
</tr>
</thead>
<tbody>
<tr>
<td>SBCC</td>
<td>61.8%</td>
<td>62.0%</td>
<td>65.7%</td>
<td>66.9%</td>
</tr>
<tr>
<td>Peer Group High</td>
<td>73.6%</td>
<td>66.1%</td>
<td>65.7%</td>
<td>66.9%</td>
</tr>
<tr>
<td>Peer Group Low</td>
<td>51.3%</td>
<td>49.4%</td>
<td>48.6%</td>
<td>48.6%</td>
</tr>
<tr>
<td>Peer Group Avg</td>
<td>62.2%</td>
<td>57.2%</td>
<td>59.1%</td>
<td>60.0%</td>
</tr>
<tr>
<td>Statewide Avg</td>
<td>60.4%</td>
<td>60.5%</td>
<td>60.5%</td>
<td>61.5%</td>
</tr>
</tbody>
</table>
ARCC Measure F: Improvement Rate for Credit Basic Skills Courses

SBCC exceeded the peer group and statewide averages in all four reporting years. After rising by 3.1% from 2008 to 2009, the improvement rate dropped by 1.7% between 2009 and 2010.

Figure 1.6 ARCC Measure F: Improvement Rate for Credit Basic Skills Courses

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SBCC</td>
<td>57.1%</td>
<td>57.0%</td>
<td>59.8%</td>
<td>58.0%</td>
</tr>
<tr>
<td>Peer Group High</td>
<td>57.1%</td>
<td>58.7%</td>
<td>62.0%</td>
<td>69.5%</td>
</tr>
<tr>
<td>Peer Group Low</td>
<td>39.6%</td>
<td>31.5%</td>
<td>36.5%</td>
<td>34.9%</td>
</tr>
<tr>
<td>Peer Group Avg</td>
<td>50.9%</td>
<td>47.1%</td>
<td>52.6%</td>
<td>54.2%</td>
</tr>
<tr>
<td>Statewide Avg</td>
<td>50.4%</td>
<td>50.0%</td>
<td>51.2%</td>
<td>53.2%</td>
</tr>
</tbody>
</table>
ARCC Measure G: Improvement Rate for Credit ESL Courses

In the 3 years for which data were collected, SBCC was above the statewide average. The College was well above the peer group average in 2008, and very slightly below the peer group average in 2009 and 2010. Overall this measure shows a slight upward trend, rising 2.1% from 2008 to 2010.

![Figure 1.7 ARCC Measure G: Improvement Rate for Credit ESL Courses](image)

<table>
<thead>
<tr>
<th>Cohort Years</th>
<th>2004-05 to 2006-07</th>
<th>2005-06 to 2007-08</th>
<th>2006-07 to 2008-09</th>
</tr>
</thead>
<tbody>
<tr>
<td>SBCC</td>
<td>57.0%</td>
<td>57.8%</td>
<td>59.0%</td>
</tr>
<tr>
<td>Peer Group High</td>
<td>67.3%</td>
<td>79.2%</td>
<td>78.4%</td>
</tr>
<tr>
<td>Peer Group Low</td>
<td>14.4%</td>
<td>33.1%</td>
<td>36.2%</td>
</tr>
<tr>
<td>Peer Group Avg</td>
<td>39.3%</td>
<td>58.4%</td>
<td>59.3%</td>
</tr>
<tr>
<td>Statewide Avg</td>
<td>44.7%</td>
<td>50.1%</td>
<td>50.1%</td>
</tr>
</tbody>
</table>

19
Preparation of Applicants

Students Eligible for College-Level Writing

From 2005 to 2009 there was a decrease in the percentage of applicants who took an assessment test and were eligible for college-level writing, from 35% to 27% (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 2005 - Summer/Fall 2009

Students Eligible for College-Level Reading

The percentage of applicants who are eligible for college-level reading remained fairly stable between 28% and 29%, except for a slight decrease to 27% in 2008 (see Figure I.9).

Figure I.9 Percentage of Applicants Eligible for College-level English Reading
Summer/Fall 2005 - Summer/Fall 2009
Students Eligible for College-Level Math

The percentage of applicants who are eligible for college-level math increased from 26% in 2005 to 29% in 2009, after dropping to 25% in 2007 and 23% in 2008 (see Figure I.10).

Figure I.10 Percentage of Applicants Eligible for College-level Math
Summer/Fall 2005 - Summer/Fall 2009

Source: Assessment Office
**Successful Course Completion Rates**

**College-wide Successful Course Completion Rates**

SBCC’s successful course completion rate, defined as the percentage of students receiving a final grade of A, B, C, CR, or P, has steadily increased over the past 5 years, as shown in the two figures below. In addition, SBCC maintained higher successful course completion rates than the statewide average in all semesters, and this difference has grown over time. Spring rates are consistently slightly higher than Fall.

**Figure 1.14 Fall Successful Course Completion Rates**

<table>
<thead>
<tr>
<th>Year</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2005</td>
<td>68.3%</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>69.1%</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>70.5%</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>71.3%</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>72.3%</td>
</tr>
</tbody>
</table>

Source: CCCCO

**Figure 1.15 Spring Successful Course Completion Rates**

<table>
<thead>
<tr>
<th>Year</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2006</td>
<td>69.2%</td>
</tr>
<tr>
<td>Spring 2007</td>
<td>69.6%</td>
</tr>
<tr>
<td>Spring 2008</td>
<td>71.5%</td>
</tr>
<tr>
<td>Spring 2009</td>
<td>72.2%</td>
</tr>
<tr>
<td>Spring 2010</td>
<td>75.0%</td>
</tr>
</tbody>
</table>

Source: CCCCO
Successful Completion Rates in Transfer Courses

Successful completion rates in transfer courses increased 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 1.16 & 1.17).

Figure 1.16 Fall Successful Completion Rates in Transfer Courses

Source: CCCCO

Figure 1.17 Spring Successful Completion Rates in Transfer Courses

Source: CCCCO
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 60.4% in Spring 2006 to 64.2% in Spring 2010. Successful completion rates in basic skills courses were higher for SBCC than the statewide average in every semester (see Figures I.18 & I.19).

Figure I.18 Successful Completion Rates in Basic Skills Courses - Fall

![Graph showing successful completion rates in basic skills courses from Fall 2005 to Fall 2009.]

Source: CCCCO

Figure I.19 Successful Completion Rates in Basic Skills Courses - Spring

![Graph showing successful completion rates in basic skills courses from Spring 2006 to Spring 2010.]

Source: CCCCO
Successful Completion Rates in Career Technical Courses

The successful completion rate in all career technical courses has remained fairly stable across fall terms, remaining between 76.1% and 77.2% from Fall 2005 to Fall 2009. The completion rate has also been fairly stable across spring semesters, ranging from 76.9% in Spring 2009 to 78.2% in Spring 2008 (see Figures I.20 & I.21). Statewide figures are not available at this time for comparison.

Figure I.20 Successful Completion Rates in Career Technical Courses - Fall

Figure I.21 Successful Completion Rates in Career Technical Courses - Spring

Source: SBCC Student Information System
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 diverse educational needs of students. Our investment in best-practices training for instructors of online courses, and our focus on Human Presence technologies (e.g. Skype, video, chat) in these courses, has resulted in a marked improvement in online course success rates, although they are still below those of other methods. 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 the success rates have leveled off in the last three years. Success rates in Work Experience/Independent Study courses decreased slightly in the last two years, while success rates in Weekend courses have increased. Success rates in traditional courses have also increased over the last two years. Traditional courses include all courses that meet on weekdays for at least 16 weeks, and are not online or work experience/independent study.

Table 1.22 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>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>
<tr>
<td>2009-10</td>
<td>63.6%</td>
<td>78.5%</td>
<td>75.6%</td>
<td>89.2%</td>
<td>73.1%</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 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 online courses are consistently lower than in comparable courses offered face-to-face, with the difference remaining between 17% and 20% in Fall semesters, and between 30% and 20% in Spring semesters (see Figures I.23 & I.24).

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

Figure I.24 Successful Completion Rates in Online vs. Face-to-Face Courses - Spring
Students on Academic or Progress Probation or Disqualification and Their Transition to Good Standing

The percentage of all students who ended the term on academic or progress probation or disqualification decreased from 11.9% in Fall 2005 to 8.3% in Fall 2008, and increased again slightly to 8.8% in Fall 2009 (see Figure I.25). The percentage of students who ended spring semesters in such statuses remained fairly stable, ranging 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

![Bar chart showing the number and percentage of students on academic or progress probation or disqualification from Fall 2005 to Fall 2009.]

Source: SBCC Student Information System

Figure I.26 Students on Academic or Progress Probation or Disqualification - Total and Percentage of Overall Headcount - Spring

![Bar chart showing the number and percentage of students on academic or progress probation or disqualification from Spring 2005 to Spring 2009.]

Source: SBCC Student Information System
Of the 1,802 students on academic or progress probation or disqualification at the end of Fall 2009 who enrolled in Spring 2010, 416 (23.1%) transitioned to good standing at the end of Spring 2010 (see Figure I.27).

Figure I.27 Fall Students on Academic or Progress Probation or Disqualification Transitioning to Good Standing by the Following Spring Semester Fall 2005 - Fall 2009

For students who were on academic or progress probation or disqualification at the end of Spring 2009 who enrolled in Fall 2009, 17.6% (359) transitioned to good standing in Fall 2009 (see Figure I.28). These data will continue to be monitored in future years to help determine whether there are any trends toward overall improvement.

Figure I.28 Spring Students on Academic or Progress Probation or Disqualification Transitioning to Good Standing by the Following Fall Semester Spring 2005 - Spring 2009

Source: SBCC Student Information System
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, 63.6% of the students new to the College who enrolled in a basic skills course in Fall 2007 enrolled in a higher level course in the same area of study within three years. Of the 63.6% who enrolled in a higher level course, 81% successfully completed at least one higher level course within the same time frame. Of the Fall 2007 cohort, approximately 51% enrolled in the English college-level course (ENG 110) within three years, and of those students 86% completed the course successfully (see Figure I.29).

Figure I.29 English Basic Skills Students Transition to College Level within 3 Years

Source: SBCC Student Information System    /Fall 2005 Cohort  /Fall 2006 Cohort  /Fall 2007 Cohort
In mathematics, 55% of the students new to the College who enrolled in a basic skills math course in Fall 2007 enrolled in a higher level math course within three years. Of those, 77% successfully completed at least one such course. Of the Fall 2007 cohort, 38% enrolled in a college level math course within three years, and of those students, 77.5% completed the course successfully (see Figure I.30).

Figure I.30 Math Basic Skills Students’ Transition to College Level within 3 Years

Source: SBCC Student Information System  • Fall 2005 Cohort  • Fall 2006 Cohort  • Fall 2007 Cohort

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In ESL, 28.8% of the students new to the College in Fall 2007 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, 89.7% 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](image)

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

Source: SBCC Student Information System

---

**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 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>
<tr>
<td>Fall 2009</td>
<td>2.50</td>
<td>2.75</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 and I.34).

Figure I.33 Persistence Rates of First-Time, Full-Time Students
Fall to Next Spring

<table>
<thead>
<tr>
<th>Semester Pair</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 09 to Spring 10</td>
<td>86.7%</td>
</tr>
<tr>
<td>Fall 08 to Spring 09</td>
<td>85.4%</td>
</tr>
<tr>
<td>Fall 07 to Spring 08</td>
<td>86.6%</td>
</tr>
<tr>
<td>Fall 06 to Spring 07</td>
<td>84.3%</td>
</tr>
<tr>
<td>Fall 05 to Spring 06</td>
<td>86.2%</td>
</tr>
</tbody>
</table>

Source: SBCC Student Information System

Figure I.34 Persistence Rates of First-Time, Full-Time Students
First to Fourth Semester

<table>
<thead>
<tr>
<th>Semester Pair</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 08 to Spring 10</td>
<td>57.5%</td>
</tr>
<tr>
<td>Fall 07 to Spring 09</td>
<td>55.7%</td>
</tr>
<tr>
<td>Fall 06 to Spring 08</td>
<td>55.4%</td>
</tr>
<tr>
<td>Fall 05 to Spring 07</td>
<td>55.3%</td>
</tr>
<tr>
<td>Fall 04 to Spring 06</td>
<td>55.4%</td>
</tr>
</tbody>
</table>

Source: SBCC Student Information System
Degrees and Certificates Awarded

The total number of degrees awarded increased to 1,406 in 2007-08, but remained between 1,180 and 1,280 for the rest of the period (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
2005-06 to 2009-10

The number of certificates awarded increased slightly from 2005-06 to 2007-08, reached a high of 1,057 in 2008-09, and decreased again slightly to 986 in 2009-10 (see Figure I.36). The large increase in 2008-09 is due to the addition of the IGETC and CSU Breadth certificates.

Figure I.36 Number of Certificates Awarded
2005-06 to 2009-10
Transfers to UC and CSU

From 2005-06 to 2009-10, the total number of students transferring annually from SBCC to UC and CSU campuses declined by 13%, from 1,106 to 962 (see Figure I.37). Most of this decline is due to the recent budget-driven CSU trend towards regionalization, which gives preference to local applicants.

In contrast to the recent decline in CSU transfers, the sharp increase in UC transfers can be attributed to UC system adding an extra 500 transfer slots statewide in 2009-10. This was done "to help offset any impact the enrollment limit may have on ethnic and socioeconomic diversity. Despite the reduction in entering-class numbers, the UC system [will] still find a space for every eligible California student who applies" according to a statement issued in January 2010 by UC President Mark G. Yudof (see http://newsroom.ucla.edu/portal/ucla/regents-cap-uc-enrollment-for-78481.aspx).

Although transfers to UC schools increased dramatically in the last year, it was not enough to offset the decrease in CSU transfers. A special Transfer Task Force has been formed to address this trend.

Figure I.37 Annual Transfers to UC and CSU

Source: CPEC
Transfers to Other Four-year Institutions

The number of students transferring to in-state private and out-of-state institutions has increased dramatically in the last five years, as shown in Figure 1.37a. This trend reflects the increasing challenges students face in transferring to the UC or CSU system as noted above. The University of Phoenix leads the list of in-state privates, followed by Antioch University. The top out-of-state transfer destination is Arizona State University.

The students counted in this report are those who took their first credit course at SBCC, then transferred to a 4-year institution after accumulating at least 12 units anywhere in the California Community College system (which most likely would have been SBCC as well).

Figure 1.37a Transfers to In-state Private and Out-of-State Four-year Institutions

Source: Chancellor's Office

<table>
<thead>
<tr>
<th>Year</th>
<th>In-State Private</th>
<th>Out-Of-State</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-05</td>
<td>178</td>
<td>316</td>
</tr>
<tr>
<td>2005-06</td>
<td>212</td>
<td>335</td>
</tr>
<tr>
<td>2006-07</td>
<td>231</td>
<td>392</td>
</tr>
<tr>
<td>2007-08</td>
<td>224</td>
<td>428</td>
</tr>
<tr>
<td>2008-09</td>
<td>312</td>
<td>532</td>
</tr>
</tbody>
</table>
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

![Graph showing completion rates for each year from Fall 2002 to Fall 2006.](image)

Source: CCCC

---

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

![Graph showing transfer rates for each year from Fall 2002 to Fall 2006.](image)

Source: CCCC
**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>
<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 72 in 2005-06 to 135 in 2009-10. The number of Adult High School (AHS) completers also increased from 52 in 2005-06 to 99 in 2008-09. However, no new students were admitted from July 1, 2009 - September 13, 2010 due to changes in state requirements, which resulted in a large decrease in AHS completions in 2009-10 (see Figure I.42).

**Figure I.42 Number of Adult High School and GED Completers**

![Chart showing number of GED and AHS completers from 2005-06 to 2009-10](chart.jpg)

Source: Continuing Education Division

38
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 rebounded 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, having increased 12% since 2005-06. The downturn in the economy and cuts in enrollments at UC and CSU campuses has lead to an unprecedented demand for our courses. In 2009-10, despite a $2.6M cut in base enrollment funding, the Credit Division served 1,158 FTES over its apportionment base, reflecting our dedication to our mission of supporting student success, but also representing $5.21M in unfunded growth. Much of this growth was generated by online instruction, but demand for on-campus courses also spiked. Students are carrying higher unit loads, and the number of full-time students continues to increase.

Figure II.1 Annual FTES*

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

Credit Student Headcount

The credit student headcount increased steadily over the period. Fall 2009 represented a 17% increase over Fall 2005 and a 5% growth over Fall 2008 (see Figure II.2). With the exception of 2010, spring enrollment exceeds that of fall and shows the same steady increase over the period. However, the slight decline in Spring 2010 enrollment was intentional, due to the need to reduce section offerings as a result of state budget reductions (see Figure II.3).

Figure II.2 Credit Student Headcount
Fall 2005 - Fall 2009

Source: SBCC Student Information System

Figure II.3 Credit Student Headcount
Spring 2006 - Spring 2010

Source: SBCC Student Information System
Full-Time Credit Student Headcount

The number of full-time students (enrolled in 12 or more units) increased by 22% over the period in fall semesters and by 28% in spring semesters. The percentage of full-time students out of all SBCC students increased slightly across the period from around 37% to 39% in fall semesters, and more noticeably from 33% to 39% in spring semesters (see Figures II.4 & II.5). This comparison illustrates that the number of full-time students has not only kept pace with the overall growth the College has experienced, but the increase in the last two years indicates that more students are enrolling full-time than in previous years.

Figure II.4 Full-Time Student Headcount
Fall 2005 - Fall 2009

Figure II.5 Full-Time Student Headcount
Spring 2006 - Spring 2010
High School Students Attending SBCC Credit Division

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 ranged between 1,700 and 2,100 students across the five year period, representing 9% to 12% of the total unduplicated student headcount (see Figure II.6). The decline in the last two years is due to the overall decrease in enrollments in the local high schools.

![Figure II.6 High School Student Headcount](image)

**Figure II.6 High School Student Headcount**

*Fall 2005 - Fall 2009*

Source: SBCC Student Information System  
- ■ Number  
- % of all SBCC students
First-Time Credit Division 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 2009 was 55.1%, which is a 2% decrease from Fall 2008, and a 3% increase from Fall 2005 (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 2005 - Fall 2009](image-url)

Source: SBCC Student Information System & California Department of Education
Online Student Headcount - Credit Division

By Fall 2009, online students represented 22.7% of all SBCC students, showing an increase of 1,943 students, or 72% over the past five years (see Figure II.8). In Fall 2005, 1,142 students, or 6.5% of all students, were enrolled exclusively in online courses. By Fall 2009, 2,404, or 11.8% of all SBCC students, were enrolled fully online only.

Figure II.8 Online Student Headcount
Fall 2005 - Fall 2009

Percentage of District Adult Population Served by the Credit Program

The Fall 2009 credit students 18 years of age or older (18,162) 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

The Fall-to-Fall ethnic composition has remained fairly stable, except for an increase in those who do not state their ethnic origin, which is nearly matched by an apparent decrease in the proportion of whites. The "decline-to-state" percentage nearly doubled between Fall 2008 and Fall 2009, which may be related to the Summer 2009 introduction of the federally-mandated "multi ethnicity" question on the admission application. This is a 2-part question that provides more options allowing for the declaration of a multi-racial background, but is more complex for the applicant to answer, possibly leading to more students skipping the question. Other schools have experienced a similar phenomenon, and we are examining this issue to determine the best course of action.

Figure II.9a Fall 2009 Credit Student Ethnic Composition

<table>
<thead>
<tr>
<th></th>
<th>Asian/Black</th>
<th>Hispanic</th>
<th>Other</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2006</td>
<td>8.2%</td>
<td>28.4%</td>
<td>7.3%</td>
<td>56.2%</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>8.9%</td>
<td>28.3%</td>
<td>9.7%</td>
<td>52.5%</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>9.9%</td>
<td>28.1%</td>
<td>10.9%</td>
<td>51.0%</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>9.0%</td>
<td>27.7%</td>
<td>14.6%</td>
<td>48.7%</td>
</tr>
</tbody>
</table>

Detail of "Other" Category

<table>
<thead>
<tr>
<th></th>
<th>Filipino</th>
<th>Native American</th>
<th>Pacific Islander</th>
<th>Other</th>
<th>Decline to State</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2006</td>
<td>1.2%</td>
<td>1.0%</td>
<td>0.7%</td>
<td>2.1%</td>
<td>2.2%</td>
<td>7.3%</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>1.5%</td>
<td>1.0%</td>
<td>0.7%</td>
<td>1.9%</td>
<td>4.6%</td>
<td>9.7%</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>1.5%</td>
<td>1.0%</td>
<td>0.6%</td>
<td>1.6%</td>
<td>6.1%</td>
<td>10.9%</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>1.3%</td>
<td>0.9%</td>
<td>0.5%</td>
<td>0.0%</td>
<td>12.0%</td>
<td>14.6%</td>
</tr>
</tbody>
</table>
Credit Gender Composition

Over the past five years, the gender composition in SBCC’s credit programs remained stable, with slightly more female students than males each semester. In Fall 2006, there was a slight increase in the proportion of female students enrolled at SBCC than in previous semesters, and it remained stable in Fall 2007 (see Figure II.10).

**Figure II.10 Credit Student Gender Composition**
Fall 2005 - Fall 2009

![Gender Composition Chart]

Source: SBCC Student Information System

Credit Age Composition

In terms of age, the percentage of students in each age group has remained fairly stable over the last five years, fluctuating only slightly within each group. For example, the 26 to 29, and 50 and over age groups both remained between 7% and 8%, and the 30 to 49 age group hovered right around 18%. The largest category of students continues to be 18 to 20 year olds, representing between 33% and 35.5% of all credit students, followed by 21 to 25 year olds, at 21%. The 17 and under age group ranged from 11% to 13.5% across the period (see Figure II.11).

**Figure II.11 Credit Student Age Composition**

![Age Composition Chart]

Source: SBCC Student Information System
Students with Disabilities Attending SBCC Credit Division

Over the past five years, the number of students with disabilities enrolled in credit programs has increased. In 2009-10, SBCC's Disabled Student Programs and Services qualified to receive state funding for 1,783 students. This represents a 98% increase from 2005-06, and a 17% increase from 2008-09 (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.

Figure II.12 Number of Students with Disabilities Enrolled and State Funded 2005-06 to 2009-10

Source: SBCC Student Information System & MIS Data Total Enrolled State Funded
Extended Opportunity Programs and Services (EOPS) Credit Students

The number of EOPS students enrolled at SBCC decreased steadily across the period, from 1,374 in 2005-06 to 1,154 in 2009-10, which is a 16% decrease. EOPS students represented between 3.9% and 5.3% of all SBCC students over the last five years (see Figure II.13).

Figure II.13 EOPS Students
2005-06 to 2009-10

<table>
<thead>
<tr>
<th>Year</th>
<th>Number</th>
<th>% of all SBCC Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-06</td>
<td>1,374</td>
<td>5.3%</td>
</tr>
<tr>
<td>2006-07</td>
<td>1,315</td>
<td>4.8%</td>
</tr>
<tr>
<td>2007-08</td>
<td>1,291</td>
<td>4.6%</td>
</tr>
<tr>
<td>2008-09</td>
<td>1,203</td>
<td>4.1%</td>
</tr>
<tr>
<td>2009-10</td>
<td>1,154</td>
<td>3.9%</td>
</tr>
</tbody>
</table>

Source: SBCC Student Information System

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 6.8% over the last five years. However, the percentage of all SBCC students who are economically disadvantaged decreased from 35% in 2005-06 to 33% in 2009-10 (see Figure II.14).

Figure II.14 Economically Disadvantaged Students
2005-06 to 2009-10

<table>
<thead>
<tr>
<th>Year</th>
<th>Number</th>
<th>% of all SBCC Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-06</td>
<td>9,209</td>
<td>35.3%</td>
</tr>
<tr>
<td>2006-07</td>
<td>8,870</td>
<td>32.4%</td>
</tr>
<tr>
<td>2007-08</td>
<td>8,023</td>
<td>28.8%</td>
</tr>
<tr>
<td>2008-09</td>
<td>8,711</td>
<td>29.7%</td>
</tr>
<tr>
<td>2009-10</td>
<td>9,638</td>
<td>33.2%</td>
</tr>
</tbody>
</table>

Source: SBCC Student Information System
International Students Attending SBCC Credit Davison

The number of international students attending SBCC with student visas increased by 5% from Fall 2008 to Fall 2009. International students with student visas represented 5.3% of all credit students in Fall 2009, compared to 3.2% in Fall 2005 (see Figure II.15).

Figure II.15 Credit Students with Student Visas
Fall 2005 to Fall 2009

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 2005 to Fall 2009

Source: SBCC Student Information System
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 5,796 duplicated course enrollments in 2005-06 to a high of 6,943 in 2006-07, and dropping again to 3,912 in 2009-10. The decreases in 2008-09 and 2009-10 can be attributed to the recent fiscal crisis and associated budget shortfalls which resulted in significant reductions in employee training programs for both the City and County of Santa Barbara. 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>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>
<tr>
<td>2009-10</td>
<td>3,912</td>
<td>1,193</td>
</tr>
</tbody>
</table>

Source: SBCC Student Information System
Continuing Education Division

Continuing Education Student Headcount

In 2009, the Continuing Education division adopted a new online registration system and student information database named Lumens, to replace its old paper-based registration process and out-dated computer software. Among many other improvements, the new Lumens system is far better at preventing the creation of duplicate student records, a problem that plagued the old system due to inaccuracies in scanning individual information from paper scan forms. This led to higher headcounts in the old system; thus the old data is not comparable to the more accurate headcounts from the new Lumens system. Therefore, we are presenting Continuing Education data here as of the advent of the Lumens system.

Figure II.18 Continuing Education Student Headcount
Continuing Education Student Ethnic Composition

The ethnic makeup of the Continuing Education student body has remained fairly constant overall between Spring 2009 and Spring 2010, with a slight increase in Hispanic and Other groups, and a corresponding decrease in Whites (See Figure II.19). Of the roughly 15.5% "Other" category, 12.5% are those who declined to state their ethnicity; the remaining 3% include Filipino 0.4%, Native American Eskimo 0.8%, Pacific Islander 0.3%, and Other 1.5%.

**Figure II.19 Continuing Education Student Ethnic Composition**

**Spring 2009 to Spring 2010**

<table>
<thead>
<tr>
<th></th>
<th>Asian/Black</th>
<th>Hispanic</th>
<th>Other</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2009</td>
<td>4.2%</td>
<td>23.9%</td>
<td>14.9%</td>
<td>57.0%</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>4.4%</td>
<td>26.8%</td>
<td>15.3%</td>
<td>53.4%</td>
</tr>
<tr>
<td>Winter 2010</td>
<td>4.2%</td>
<td>26.9%</td>
<td>15.3%</td>
<td>53.6%</td>
</tr>
<tr>
<td>Spring 2010</td>
<td>4.5%</td>
<td>26.3%</td>
<td>16.4%</td>
<td>52.9%</td>
</tr>
</tbody>
</table>
Continuing Education Gender Composition

Between Spring 2009 and Spring 2010, the ratio of female to male students in SBCC’s Continuing Education programs remained fairly stable, at roughly 64% female and 36% male. (see Figure II.20).

Figure II.20 Continuing Education Student Gender Composition 2005-06 to 2009-10

Source: SBCC CE Student Information System  

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Continuing Education Age Composition

The age groupings of Continuing Education students remained fairly constant from Spring 2009 to Spring 2010. The largest category is the over-65 age group, followed by those between 45 and 54 years old. From Winter 2010 to Spring 2010, the 3 youngest groups decreased slightly in size, while the 3 oldest groups grew slightly, with the exception of the relatively constant 61-65 age group 61-65 (see Figure II.21).

Figure II.21 Continuing Education Student Age Composition
Spring 2009 to Spring 2010

<table>
<thead>
<tr>
<th></th>
<th>Under20</th>
<th>25-34</th>
<th>35-44</th>
<th>45-54</th>
<th>55-60</th>
<th>61-65</th>
<th>Over65</th>
<th>Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring2009</td>
<td>10.2%</td>
<td>14.1%</td>
<td>14.3%</td>
<td>16.1%</td>
<td>11.2%</td>
<td>8.4%</td>
<td>25.2%</td>
<td>0.3%</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>10.3%</td>
<td>14.0%</td>
<td>14.5%</td>
<td>17.1%</td>
<td>10.5%</td>
<td>8.4%</td>
<td>24.4%</td>
<td>0.6%</td>
</tr>
<tr>
<td>Winter 2010</td>
<td>10.6%</td>
<td>15.1%</td>
<td>14.4%</td>
<td>15.5%</td>
<td>10.0%</td>
<td>8.3%</td>
<td>25.5%</td>
<td>0.6%</td>
</tr>
<tr>
<td>Spring 2010</td>
<td>9.5%</td>
<td>14.6%</td>
<td>14.1%</td>
<td>16.5%</td>
<td>10.3%</td>
<td>8.3%</td>
<td>25.8%</td>
<td>0.3%</td>
</tr>
</tbody>
</table>

Source: SBCC CE Student Information System
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 underserved segments of the population in our community, who seek the essential advantages that higher education provides.

As part of the comprehensive Institutional Self Study published in June 2009, prepared as part of our Reaffirmation of Accreditation, we have developed a number of planning agendas including increase the number of online degrees and certificates to 26 in all, of which at least 3 or 4 are relevant for this commentary.

The Distance Education Task Force was recently created to make recommendations for ensuring equivalent services for campus-based and distance education services at SBCC. A Transfer Task Force has been created to examine transfer rates and patterns in detail, and recommend strategies for increasing successful transfers among those students who indicate transfer to a 4-year institution as their goal.
Initiatives to Increase Student Achievement in Completion of Basic Skills Sequence, Certificates, Degrees and/or Transfers

This is a summary of the major initiatives that the Credit Division is engaged in to increase the completion rates in the basic skills sequence, certificates, degrees and/or transfers in the most efficient and effective manner as possible. The initiatives being taken range from prioritizing offering the appropriate number of sections of essential courses students need to complete their educational objectives in an environment where we need to reduce enrollments due to state budget cuts to providing students with assistance in applying for and transitioning to a transfer institution.

Schedule classes student must have to complete their educational objectives

Steps are being taken to offer a sufficient number of sections of courses students must take to complete their educational objectives in a timely manner while dealing with reduced state funding and increased student demand.

1. Process for identifying core courses students must take to complete their educational objectives that are aligned with the state priorities for community colleges (i.e., Basic Skills, Career Transfer Education, Associate Degree and Transfer). This process includes estimating the increased number of students that will come to SBCC as a result of the reduction of freshman applicants CSUs and UCs will be able to serve in 2011-12.

2. Realign class offerings to ensure that the needed numbers of sections of core courses are offered.

3. Gain consensus and support for the criteria to be used to prioritize course offerings.

4. Reallocate classroom space so that the core courses students must take to achieve their educational objectives can be scheduled. Achieving this objective will be a challenge in that we will be losing four classrooms as a result of the need for swing space for the Humanities Building modernization project. Classroom space at the Wake Center and possibly at the Schott Center will be needed to schedule the credit courses that will be displaced from the four temporary classrooms that are needed for swing space.

5. Offer more hybrid and online classes and schedule more classes that meet on a Friday.

6. Implement proposed changes in priority registration criteria to increase the likelihood students with the greatest need and those who are making satisfactory
progress toward completing their educational objectives have access to needed courses.

7. Provide more intrusive advising to assist students in identifying the courses that they must complete to achieve their educational objectives in an efficient manner.

Initiatives to increase the percentage of students that complete their educational objectives

1. Implement the Express to Success Program.
2. Submit three Title V grants this spring to develop and implement the Express to Transfer Program. Two of the grants will focus on increasing the number of students in science, math, technologies and engineering majors that complete their degree and lower division transfer requirements and who successfully transition to a four-year university. The third Title V grant is to increase the percentage of students who complete their degree and transfer requirements in the major fields offered by the college.
3. Submit grant proposal to the Santa Barbara Foundation requesting funds to provide financial support for low income and underrepresented populations taking part in the ESP or Express to Transfer Program.
4. Acquire and implement the Electronic Educational Planning software needed to track student progress.
5. Continue to offer and expand the student success strategies that are proving to be effective.
6. Increase the number of guaranteed transfer agreements with in-state and out-of-state public and private colleges and universities.