	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	% Change Fall 2000 to Fall 2004
Total unduplicated headcoun	14,230	15,264	15,807	16,533	16,914	19%
Of which off campus only excluding online	1,374	1,498	1,184	1,614	2,113	54%
Of which off campus only including online only	1,964	2,202	2,166	2,494	3,133	60%

	Sp 2001	Sp 2002	Sp 2003	Sp 2004	Sp 2005	% Change Fall 2000 to Fall 2004
Total unduplicated headcoun	14,773	16,515	16,844	17,123	17,406	18%
Of which off campus only excluding online	1,727	1,961	1,987	2,131	2,112	22%
Of which off campus only including online only	2,452	3,132	2,641	3,117	3,390	38%

STUDENT SUCCESS MEASURES

This document lists the student success measures used by Santa Barbara City College in its Annual Institutional Effectiveness Report and the district measures identified in AB1417 – District Accountability Framework approved by the Governor and Legislature in Match 2005.

The measures are grouped around the major categories used in the AB1417 model. They are:
Student Progress and Achievement: Degree/Certificate/Transfer
Student Progress and Achievement: Vocational/Occupational/Workforce Development
Pre-collegiate Improvement/Basic Skills/ESL
Participation

Indicator Name	Definition	AB1417 or SBCC	Comments
STUDENT PROGRESS AND ACHIEVEMENT: _Degree/Certificate/Transfer_			
Student Achievement and Progress Rate (for "Cohort A" students)	Percentage of cohort of first-time students with minimum of 12 units earned who attempt degree/certificate/transfer threshold course within 6 years of entry ("Cohort A") who are shown to have achieved ANY of the following outcomes or value-added measures of progress within 6 years of entry: • earned AA/AS or Certificate (earned a Chancellor's Office approved award -- AA/AS/Certificate) • actual transfer to a four-year institution (student shown to have enrolled at any four-year institution of higher education after enrolling at a CCC) • achieved "Transfer Directed" (student successfully completed both transfer-level Math AND English courses) • achieved "Transfer Prepared" (student successfully completed 60 UC/CSU transferable units with a GPA >=2.0 in those transferable courses) and/or • earned at least 30 units while in the CCC system (value-added threshold of units earned as defined in wage studies as having a positive affect on future earnings)	AB1417	Uses "Cohort A" as denominator. "Cohort A" attempts to measure students who have crossed the same threshold equally at each District, regardless of institutional mission or size. The indicator measures what percentage of the cohort achieves any type of the aforementioned measures of success or progress.

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Indicator Name	Definition	AB1417 or SBCC	Comments
			It is proposed that the "earned 30 units" portion of this rate be examined at implementation and possibly reported separately.
Persistence Rate of "Cohort A" students, first year to second year	Percentage of cohort of first-time students with minimum of 12 units earned who attempt degree/certificate/transfer threshold course within 6 years of entry who return and enroll at any time in their second year anywhere in the system.	AB1417	Uses "Cohort A" as denominator. Standard year-to-year persistence rate calculation for outcomes-oriented students.
Preparation of Applicants to SBCC		SBCC	
Students on Academic or Progress Probation or Disqualification and Their Transition to Good Standing		SBCC	
Successful Course Completion Rates • College-wide Successful Course Completion Rates • Successful Completion Rates in Transfer Courses • Successful Completion Rates in Alternative Instruction Courses		SBCC	
Semester and Cumulative GPA of Full-time Students		SBCC	
Persistence Rates of Matriculated Students		SBCC	
Number of Degrees and Certificates		SBCC	
Number of Students Transfer Prepared		SBCC	
Number of Transfers		SBCC	
Student Right-to-Know Completion and Transfer Rates		SBCC	
STUDENT PROGRESS AND ACHIEVEMENT: Vocational/Occupational/Workforce Development			
Annual Successful Course Completion Rate (VOCATIONAL COURSES)	Most recent annual rate of successful course completion in VOCATIONAL courses. Successful is defined as having been retained to end of term with a final course grade of A, B, C, or CR. SAM A, B and C ONLY.	AB1417/SBCC	Specifically for Vocational Courses, as these are a priority area for the State.
Number of Degrees and Certificates in Occupational Programs		SBCC	

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Indicator Name	Definition	AB1417 or SBCC	Comments
	PRE-COLLEGIATE IMPROVEMENT - BASIC SKILLS - ESL		
Annual Successful Course Completion Rate (Basic Skills Courses)	Most recent annual rate of successful course completion in Basic Skills courses. Successful is defined as having been retained to end of term with a final course grade of A, B, C, or CR.	AB1417/SBCC	Specifically for Basic Skills Courses, as these are a priority area for the State. Evaluation issues are similar to other Successful Course Completion rates shown above.
ESL Improvement Rate	Percent of students who attempted/completed at least one credit ESL course in a term who attempted/completed a higher level ESL course or a college level course within two years of taking the ESL course (a two-year cohort examination). The various combinations of attempted-attempted, completed-attempted, or completed-completed will be determined at a later date. Only students starting at 2 or more levels below college/transfer level will be counted.	AB1417	Shows progress through basic skills curriculum. Disadvantages districts whose students do not need multiple basic skills courses or transfer-level math/English courses. Districts without ESL programs would be waived from this indicator.
Basic Skills Improvement Rate	Percent of students who attempted/completed at least one basic skills course in a term who attempted/completed a higher level basic skills course in the same discipline (reading, writing, math, respectively) or a college level course within two years of taking the first basic skills course (a two-year cohort examination). The various combinations of attempted-attempted, completed-attempted, or completed-completed will be determined at a later date. Only students starting at 2 or more levels below college/transfer level will be counted.	AB1417	Shows progress through basic skills curriculum. Disadvantages districts whose students do not need multiple basic skills courses or transfer-level math/English courses.
Annual Successful ESL Completion Rate	Most recent annual rate of successful course completion in ESL courses. Successful is defined as having been retained to end of term with a final course grade of A, B, C, or CR.	AB1417/SBCC	Specifically for ESL courses. Evaluation issues are similar to other Successful Course Completion rates shown above.
Progression through and Completion of Basic Skills Sequences		SBCC	
Continuing Education Students Receiving a GED		SBCC	
	PARTICIPATION		
Annual FTES		SBCC	
Fall Applications for Admission		SBCC	
Credit Student Headcount		SBCC	
Full-time Student Headcount		SBCC	
High School Students Attending SBCC		SBCC	
Online Student Headcount		SBCC	

Indicator Name	Definition	AB1417 or SBCC	Comments
Percentage of District Adult Population Served by the Credit Program		SBCC	
Percentage of District Adult Population Served by the Non-credit Program		SBCC	
First-time SBCC Students from Local District High Schools		SBCC	
Credit Student Ethnic Composition Compared to District Adult Population		SBCC	
Credit Participation Rates by Gender and Age		SBCC	
Continuing Education Participation Rates by Ethnicity and Age		SBCC	
Students with Disabilities Attending SBCC		SBCC	
EOPS Students Attending SBCC		SBCC	
Students Economically Disadvantaged Attending SBCC		SBCC	
International Students Attending SBCC		SBCC	
Course Enrollments in Employer-based Training, Work Experience and Service Learning		SBCC	

Proposed Timeline for Review and Approval of 2005-08 College Plan

- Oct 4 - CPC review of Draft 5 of 2005-08 college plan. Based on the feedback from that meeting create Draft 6 to send to Academic Senate and ASB for review
- Oct 12 - Academic Senate review Draft 6
- **October 15 - VPs third year evaluation of the 2002-05 college plan due to Andreea**
- October 18 - CPC review of Draft 6. Based on the feedback from these meetings create Draft 7
- October 18 - CPC and Academic Senate receive the draft of the third year evaluation
- October 26 - Academic Senate discussion third year evaluation; review Draft 7
- Nov 1 - CPC discussion third year evaluation; review Draft 7
- Nov 2 - BOT study session - highlight of major points from the third year evaluation and discussion of Draft 7
- Final 2005-08 college plan created based on feedback from Academic Senate, CPC and BOT
- Dec 15 - BOT approval of 2005-08 college plan