Santa Barbara City College
College Planning Council
Tuesday, March 6, 2012
3:00 p.m. – 4:30 p.m.
A218C
Minutes

PRESENT:
J. Friedlander, (Chair), Acting Superintendent/President
I. Alarcón, Past-Pres., Academic Senate;
O. Arellano, VP, Continuing Education;
L. Auchincloss, Pres., CSEA;
R. Else, Sr. Dir. Inst. Assessment, Research & Planning
S. Ehrlich, VP HR &LA
J. Englert, ASB President;
K. Monda, Academic Senate Representative, Chair Planning and Resources Committee;
K. Neufeld, VP, Academic Senate Rep;
K. O'Connor, Academic Senate Representative;
M. Spaventa, Executive VP Ed Programs;

C. Salazar, Classified Staff Representative
J. Sullivan, VP Business Services

ABSENT:
P. Bishop, VP Information Technology;
D. Nevins, Academic Senate President

GUESTS:
C. Alsheimer, Instructors' Assoc.(IA);
P. Butler, P&R, Academic Senate
J. McPheter, Classified Consultation Group
B. Pazich, Dean, Ed Programs
A. Scharper, Dean, Ed Programs
L. Stark, Pres. Instructors' Association
L. Vasquez, ITC, Committee;
D. Waggoner, Classified Consultation Group

1.0 Call to Order
1.1 Dr. Friedlander called the meeting to order and asked for the approval of the minutes of the February 21 CPC meeting.

M/S/C (Monda/Auchincloss] to approve the minutes of the February 21 CPC meeting. All were in favor.

2.0 Announcements
2.1 Chancellor Jack Scott announced his retirement affective September 1.

3.0 Information Items
3.1 State Budget update
Dr. Friedlander reported that a balanced state budget needs to be approved by June 15 and has to be certified by the Department of Finance as being balanced. He then reported that if the governor's proposed tax measure is not passed in November, it would result in a $3.9 million workload reduction for the college on top of the budget reductions needed to achieve a balanced budget by 2013-14. Dr. Friedlander provided a brief overview of some of the recommendations in the recently released Little Hoover Commission report that analyzed the recommendations contained in the Student Success Task Force that was approved by the Board of Governors and forwarded to the Legislature. The Little Hoover Commission is an independent oversight agency for the state Legislature on issues that it is or should be considering. Among the most significant recommendations in the Little Hoover Commission report for the college is the one that urges the Legislature to require that all non-credit personal enrichment classes be self-supporting and not funded by the state. This has major implications for our Continuing Education Division and for the college.

3.2 College budget update
VP Sullivan reported that that the Vice Presidents are almost done in identifying 60% of the total targeted amount of money they were asked to reduce from the budgets in their areas. While the

members of EC (vice presidents and the acting superintendent/president) are able to meet the 60% target for reducing their budgets for 2012-13, they said they could not achieve the remaining 40% of their budget reduction targets without needing to reduce the number of positions in their areas. He stated that there are two significant issues that will influence the school budget: the projection of state revenues and expenditures that will be announced in the May Revise and whether or not the governor's proposed tax increase will be approved by the voters in November.

VP Sullivan summarized the impacts for the college of the anticipated shortfall in the amount of revenues and cost savings upon which the state budget for this year is based. Discussion ensued regarding the implications for the college of the state's growing structural budget deficit. The report will be sent campus-wide.

4.0 Action Items

5.0 Discussion Items
5.1 Review of the BP 6251 Principles of Budget Development

Dr. Friedlander reported that the Board of Trustees' Fiscal Subcommittee provided input on the budget principles for CPC to consider. After CPC finishes the discussion of the changes to the Budget Principles and approves them, they will be sent to the Board of Trustees to review at its April 12th study session and then placed on the April 22 board agenda for final approval.

There was further discussion and a request from Dr. Friedlander for a motion to approve the Budget Principles as amended.

M/S/C (Alarcón/Salazar] to approve the BP 6251 Principles of Budget Development as amended. There was one abstention and the rest were in favor.

5.2 Review the 8.7% budget reductions the list developed by the CPC Budget Reduction Work Group of expenditures that could be reduced or eliminated, and the implications of these reductions in spending for the college.

Dr. Friedlander turned the meeting over to Acting Executive VP Spaventa to go through the CPC Budget Advisory Group's suggestions for potential reductions in the budget for 2012-13. Ms. Spaventa reminded the group that the idea was to get a comprehensive list to bring to CPC for the discussion and direction on where to go from here. She went through the items one- by- one and there was discussion of many of the ideas.

It was decided that the next step in this process and the most important step is looking at the cost benefit of some of the ideas and to bring that information back to CPC.

The program review timeline for ranking of resource requests was discussed. The members looked at the timeline to determine if any of the dates needed to be changed to complete the rankings in time for the May 1st CPC meeting. The dates and process for completing the review of the resource rankings were identified.

5.3 Workload Reduction on College FTES
   (Att. 9 – Funded FTES Reduction Comparison)
   (Att. 9a- CCC Funding Reforms – Sec. 20)

5.4 College Plan Review
   (Att. 10 – 2011-14 College Plan Draft)

6.0   Adjournment
6.1   Dr. Friedlander asked for a motion to adjourn the meeting.

M/S/C [O'Connor/Sullivan] to adjourn the meeting. All in favor.

The next CPC meeting will be *TUESDAY, MARCH 20,* Room A218C, 3:00 p.m. – 4:30 p.m.

CEOs and CBOs-

This morning, the Pension and Benefits Committee of the California
Public Employees Retirement System changed the discount rate, used to
project investment returns and cost increases, from 7.75% to 7.50%.
Staff had recommended lowering it to 7.25%. The full board is expected
to approve the change tomorrow.

School employers should assume in their budgets that CalPERS
contributions will increase by 1.2% of payroll beginning on July 1.
Because many of you are already making very difficult budget
decisions, I wanted to get this out to you as soon as possible.

For more information on the agenda item, visit:
http://www.calpers.ca.gov/eip-docs/about/board-cal-agenda/agendas/pension/201203/item-4.pdf

Scott

SBCC College Plan 2011-14

STUDENT LEARNING, ACHIEVEMENT, AND DEVELOPMENT

Goal 1. Increase the success of students enrolled in credit courses.

Objective	Comments
Objective 1.1 The percentage of students that successfully complete their courses with a grade of "C" or higher or "P" will increase from 74.58% in Fall 2010 to 78% in Fall 2013 and from 73.77% in Spring 2011 to 78% in Spring 2014.	A bit ambitious but we hope ESP will help in a significant way. What are the budget implications?
Objective 1.2 The percentage of students that successfully complete fully online classes will increase from 65.28% in Fall 2010 to 68.25% in Fall 2013 and from 65.52% in Spring 2011 to 68.52% in Spring 2014.	DH suggests an increase of 1% point per year. This has been reflected.
Objective 1.3 The first-to-second semester persistence rates of new non-exempt (non-exempt from the matriculation processes) first-time, full-time students (12 or more units) will increase from 87.4% from Fall 2010 to Spring 2011 to 90% from Fall 2013 to Spring 2014. The first-to-second semester persistence rates of new non-exempt half-time students (6-11.9 units) will increase from 73.8% from Fall 2010 to Spring 2011 to 78% from Fall 2013 to Spring 2014.	

Objective	Comments
Objective 1.4 The first-to-fourth semester persistence rates for new non-exempt first-time, full-time students will increase from 58.5% from Fall 2009 to Spring 2011 to 63% from Fall 2012 to Spring 2014. The first-to-fourth semester persistence rates for new half-time students will increase from 37.9% from Fall 2009 to Spring 2011 to 42% from Fall 2012 to Spring 2014.	
Objective 1.5 The number of Associate Degrees awarded will increase by 15% from 1,684 in 2010-11 to 1,902 in 2013-14.	Transfer Degrees – separate Transfer Model Curriculum (TMC) degree stats from other degrees Is the bar too high? In some cases taking more classes to obtain a degree may impact the student negatively in terms of ability to transfer.
Objective 1.6 The number of certificates awarded will increase by 10% from 1094 in 2010-11 to 1,203 in 2013-14. **Objective 1.6.1** The number of skills competency awards earned will increase by x% from y in 2010-11 to z in 2013-14.	MS: We did this: Add objective about Skill Competency Awards Effective Summer 2011 Admissions & Records processes and tracks Skills Competency Awards. Grace Twedt has the historical information for prior semesters. **Robert will get the data.** **RE 2/28: Still working on getting this data.**
Objective 1.7 The number of students who transfer to a four-year college or university will increase by 15% from 1,519 in 2008-09 to 1,747 in 2013-14.	Change reflected .

Objective 1.10 The number of students who complete certificates or degrees in career technical programs will increase by a minimum of 10% from 546 in 2010-11 to 600 in 2013-14.	
Objective 1.11 The percentage of new-to-SBCC students who enroll in a Basic Skills English course and that progress to a higher level English course within a three-year period will increase from 63.6% in the Fall 2007 cohort to 72% in Fall 2010 cohort. The percentage of those students that enroll in a higher level English course and receive a successful grade will increase from 81.3% in the Fall 2007 cohort to 84% in Fall 2010 cohort. The percentage of those students that enroll in and successfully complete English 110 within a three-year period will increase from 85.9% in the Fall 2007 cohort to 89% in the Fall 2010 cohort.	
Objective 1.12 The percentage of new-to-SBCC students who enroll in a Basic Skills math course and that progress to a higher level math class within a three-year period will increase from 54.7% in the Fall 2007 cohort to 57% in the Fall 2010 cohort. The percentage of those students that enroll in a higher level math course and receive a successful grade will increase from 76.9% in the Fall 2007 cohort to 80% in the Fall 2010 cohort. The percentage of those students that enroll in a college-level math course and successfully complete within a three-year period will increase from 77.5% in the Fall 2007 cohort to 81% in the Fall 2010 cohort.	
Objective 1.13 The percentage of new to SBCC students who enroll in at least one ESL level 1-4 course and who later enroll in an ESL level 5 course or higher within a three-year period will increase from 28.8% in the Fall 2007 cohort to 31% in the Fall 2010 cohort. The percentage of those students that enroll in an ESL level 5 course and successfully complete will increase from 89.7% in the Fall 2007 cohort to	

91% in the Fall 2010 cohort. The percentage of students from the Fall 2010 cohort that enroll in and successfully complete English 100 or higher within three years will exceed the average success rate of the Fall 2005, 2006 and 2007 cohorts of 92.3%.	
The College will improve its performance on each of the ARCC measures and exceed the state and its peer group averages on each of these measures.	
Objective 1.15 The College will exceed its peer group average and the state average on each of the ARCC measures and it will increase by a minimum of three percentage points from the 2011 ARCC Report to the 2014 ARCC Report on each of the following measures:	
Objective 1.16 The Student Progress and Achievement Rate will increase from 64.2% in the 2011 ARCC Report to 68% in the 2014 ARCC Report. (Measure defined as the percentage of first-time students who showed intent to complete and achieved any one of the following within six years: earned a degree; earned a certificate; transferred to a four-year institution; became transfer directed; or became transfer prepared.)	
Objective 1.17 The percentage of students who earn at least 30 units will increase from 74% in 2011 to 78% in 2014. (Measure defined as the percentage of first-time students who showed intent to complete and earned at least 30 units within six years.)	
Objective 1.18 The Fall-to-Fall Persistence rate will increase from 71.6% in the 2011 ARCC Report to 75% in the 2014 ARCC Report. (Measure defined as 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 CCC system.)	

Objective 1.19 The annual successful course completion rate for credit Basic Skills courses will increase from 65.9% in the 2011 ARCC Report to 70% in the 2014 ARCC Report. (Measure defined as the percentage of students enrolled in basic skills courses who earn a grade of "A", "B", "C" or "P").	
Objective 1.20 The annual successful completion rate for vocational courses (Career Technical Education) will increase from 79.6% in the 2011 ARCC Report to 82% in the 2014 ARCC Report. (Measure defined as the percentage of students enrolled in courses with SAM Codes of A, B or C who earn a grade of "A", "B", "C" or "P".)	
Objective 1.21 The improvement rate in credit Basic Skills will increase from 65.3% in the 2011 ARCC Report to 70% in the 2014 ARCC Report. (Measure defined as the percentage of students who successfully complete their initial basic skills course in English or math that is two or more levels below college/transfer level and earn a grade of "A", "B", "C" or "P" in a higher-level course in the same discipline within three years.)	
Objective 1.22 Improvement rate in credit ESL will increase from 57% in the 2011 ARCC Report to 59% in the 2014 ARCC Report. (Measure defined as the percentage of students who successfully complete their initial ESL course that is two or more levels below college/transfer level and earn a grade of "A", "B", "C" or "P" in a higher-level ESL course or a college-level English course within three years.)	
By the start of the Spring 2012 semester, the College will establish the baseline rates for its objectives for increasing the percentage of students that meet or exceed the performance criteria for achieving its course, program, and institutional SLOs.	

Objective 1.23 By June 2012, establish baseline data for student performance in course, program and institutional student learning outcomes (SLOs).	
Objective 1.25 By Spring 2014, evaluate the degree to which the objectives in the Transfer Effectiveness Plan have been achieved.	MS to form work-group for this.
Objective 1.26 By Spring 2014, evaluate the degree to which the objectives in the Career Technical Education Plan have been achieved.	1.27, 1.28, 1.29 Taken out.

Goal 2. Maximize the utilization of the resources and courses of the Continuing Education Division.
WE NEED TO SEPARATE ENHANCED FROM NON-ENHANCED COURSES (Should this stay in here???)

Develop a plan for the transition of selected courses from state-supported to fee-based (Should this stay in here???)

Objective	Comments
Complete development and implementation of the Center for Life Long Learning	2.1 and 2.2 Taken out. Center for Life Long Learning added.
Objective 2.3 In 2011-12, establish the baseline definition of course offerings in Short term Vocational Programs and Workforce Preparation courses; establish baseline data for the number of students who complete the program and obtain certificates in these programs; establish objectives for increasing the number of students who complete these programs and obtain certificates. In 2011-12, establish the baseline definition of course offerings in ESL, Elementary Basic Skills, and Secondary Basic Skills programs; establish baseline data for student retention and completion in these courses; establish objectives for increasing student retention and completion in these courses. Complete review of Short-term Vocational Certificates and Workforce Preparation courses to ensure alignment with state priorities by 2013-14.	JF: Something should be written. "Establish a baseline and objectives for a number of certificate completers, number of students who complete the program. RE: to combine 2.3, 2.4, 2.5 and 2.6. We need the baselines and the objectives for short-term vocational and baseline objectives for ESL. RE: 2/28: Okay I combined them but now I don't think it makes sense to do so. I think this is 3 different objectives.
~~**Objective 2.4** Complete review of Short-term Vocational Certificates and Workforce Preparation courses to ensure alignment with state priorities by 2013-14.~~	RE: to combine 2.3, 2.4, 2.5 and 2.6. We need the baselines and the objectives for short-term vocational and baseline objectives for ESL. - deleted previous comment RE 2/28 DONE: combined into 2.3
~~**Objective 2.5** Increase the number of students who complete Short Term Vocational Certificates by 17%, from ___ in 2010-2011 to ___ in 2013-14.~~	RE: to combine 2.3, 2.4, 2.5 and 2.6. We need the baselines and the objectives for short-term vocational and baseline objectives for ESL. RE: 2/28 DONE: Combined into 2.3.

~~**Objective 2.6** Increase student retention in ESL, Elementary and Secondary Basics Skills courses by 5% FROM X% to Z% by 2013-14.~~	RE: to combine 2.3, 2.4, 2.5 and 2.6. We need the baselines and the objectives for short-term vocational and baseline objectives for ESL. RE 2/28 DONE: combined into 2.3
Objective 2.8. Increase the percent of non-credit students receiving academic counseling/advising and career counseling by Student Services (STEP) to non-credit students by 2% by 2013-14.	Took out 2.7 2.8: Leave. define which students. Students enrolled in enhanced funded non-credit classes.
Objective 2.9 By the end of Spring 2012, establish a method for tracking and reporting on students who transition from noncredit Adult High School (AHS), General Education Diploma (GED), Adult Basic Education, and Vocational Certificate programs into Credit programs.	RE: As agreed in 2/21 CPC, merged this with wording from Objective 5.9, and eliminated 5.9
Objective 2.10 Implement Student Learning Outcomes (SLO) cycle for all applicable courses in non-credit by 2013-14 in accordance with accreditation standards. 2.10a Complete and implement an annual faculty training process for non-credit by Fall 2012. 2.10b Train all non-credit faculty in the SLO curriculum process by 2013-14	

OUTREACH, ACCESS AND RESPONSIVENESS TO THE COMMUNITY

Goal 3. Optimize access to education for all segments of the community that can benefit from the college's programs and services within the constraints of state budget reductions

Objective	Comments
Objective 3.3 Increase the percentage of used textbook sales, book rentals and/or e-books as a percentage of total textbook sales from 23% in 2010-11 to a minimum of 31% in 2013-14.	
Objective 3.4 Increase the number of course offerings in Community Service (fee based or donor funded) based on the needs and demand of our service area within available facilities.	If this objective refers to CE, it should be under Goal 2. This will embedded into LIfe Long Learning, the new 2.1.
Objective 3.6 Increase the Continuing Education scholarship fund by 50% by 2013-14 using the 2010-11 donation baseline.	Took out 3.5.
Objective 3.7 Increase partnerships with organizations and community members to sponsor fee-based classes through donations by 10% by 2013-14.	"appropriate businesses" struck by deans to eliminate confusion with objective 3.8 done deleted Foundation comment
Objective 3.8 By 2014, develop 5 additional Contract Education partnerships with area businesses through the Professional Development Center.	Deans added this objective. decided to leave in. **MS to get numbers for this. Done**

FACULTY, STAFF AND ADMINISTRATION
Goal 4. Strengthen programs for students of the college by utilizing best practices for recruitment, workplace satisfaction and professional development of faculty, staff and administrators.

Objective	Comments
Objective 4.1 In Fall 2011, implement the revised Professional Growth Program for college managers and supervisors and annually assess participation, satisfaction, and skills enhancement.	
Objective 4.2 Develop and implement an Equal Employment Opportunity (EEO) Plan consistent with the recommended Chancellor's Office Model EEO Plan.	
Objective 4.3 In Spring 2012 complete the upgrade of PeopleAdmin to 7.X and by Spring 2013, expand use of PeopleAdmin to include student and hourly employee college job listings, and application, processing and tracking of hourly and student employees.	
Objective 4.4 Once Objective 4.3 is implemented, initiate a systematic tracking/assessment of college utilization of hourly employees.	
Objective 4.5 In collaboration with managers and supervisors, assess best practices to review and revise the administrator evaluation process to ensure relevance of measurements, consistency of evaluation processes, and maximization of electronic tracking, processing, and storage of records.	
Objective 4.6 Beginning in Spring 2012, systematically phase in electronic retention of employment records including evaluations and routine employment and benefits records.	
Objective 4.7 All employment work flow processes will be automated including self-serve benefits by Spring 2014.	
Objective 4.8 By Spring 2012, implement the Continuing Education faculty evaluation process that aligns with provisions in Education Code (section 1341.05).	

Objective 4.9 Complete the evaluations of 25% of the Continuing Education faculty by 2013-14.	
Objective 4.10 In 2011-12, establish baseline definition and data for student satisfaction with the Continuing Education programs as measured through a survey instrument.	4.11 OUT.

OVERNANCE, DECISION-SUPPORT AND FISCAL MANAGEMENT

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

Objective	Comments
Objective 5.1 Develop and implement an institutional comprehensive decision support system to provide enhanced user access to data.	We are working on this. This is moving forward.
Objective 5.3 Complete the implementation of SCT Banner and associated third party software applications and refine business processes in the context of this implementation as follows: • Complete the implementation of payroll in SCT Banner using the Santa Barbara County Education Office interface. • Complete the implementation of the Faculty Load and Compensation (FLAC) module in SCT Banner. • Complete the implementation of the purchase requisition function. • Complete the transition to Lumens and Banner of all Continuing Education data capture and reporting. •	
Objective 5.4 Complete the upgrade of the Financial Reports Application to provide reporting of FTES integrated with balances and expenditures and a comprehensive revenue and expense report	
Objective 5.5 Implement the 2011-14 Technology Plan.	
Objective 5.6 Annually evaluate and where appropriate modify the program review process.	Is this an ongoing business practice rather than an objective? We are keeping this

Objective 5.7 Review and evaluate the participatory governance structure currently in place in the Continuing Education Division and modify as appropriate	

FACILITIES, CAPITAL PROJECTS, AND MAINTENANCE

Goal 6. Implement the long range capital construction plan.

Objective	Comments
Objective 6.1 As funding allows, complete the remaining deferred maintenance projects included in the bond funding by June 2014	
Objective 6.2 Revise the long-range development plan to meet the current needs and fiscal realities of the college	
Objective 6.3 Revise the Educational Master Plan and Facilities Master Plan to reflect changes in the future direction of the college's instructional and student support services	added "and Facilities Master Plan"

Goal 7. Create an optimal physical and technological environment that ensures the best service to students and the local community.

Objective	Comment
Objective 7.1 Optimize the utilization of facilities and other college resources in classroom instruction and student support programs.	The original 7.1 deleted. Will be incorporated in Facilities Master Plan and Technology Plan. 7.2 changed to 7.1 and 7.3 deleted.

Santa Barbara City College

Committed to the Success of Each Student

Institutional Effectiveness
Annual Report
2010-2011

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Institutional Effectiveness

Annual Report

2010-2011

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

The report is also available online at
www.sbcc.edu/institutionalresearch

March, 2012

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
Lisa Macker, Vice President
Marty Blum
Marsha Croninger
Morris M. Jurkowitz
Joan M. Livingston
Luis A. Villegas
Scott Ammon (Student Trustee)

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FROM THE
SUPERINTENDENT/PRESIDENT

Santa Barbara City College is dedicated to excellence in providing higher education for the South Coast region. A key factor in ensuring educational quality is conducting an ongoing assessment of the College's effectiveness. Assessment 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. This data assessment also has larger implications. Because SBCC pays attention to how well we are achieving outcomes and identifying strategies on how to improve on those measures, our college was cited as one of the top 10 in the country in 2011 by the Aspen Institute College Excellence Program.

SBCC is making steady progress with our outcomes measures as witnessed by the new Express to Success and Express to Transfer programs. Through accelerated curriculums, learning communities and counseling services, Express to Success ensures that students complete their basic skills and pre-college English and math courses while Express to Success prepares students to transfer in no more than two years. Another example of our continuous improvement is the College's goal to develop a plan to enhance the effectiveness of our already highly success Career Technology Program. I look forward to seeing how these outcomes impact our institutional effectiveness in future reports.

Recognition should go to the following for their efforts in completing this project: Robert Else, Senior Director of Institutional Assessment, Research, Planning for data validation and project coordination; his staff including Melanie Rogers, Jordan Morris, and Martha Seagoe; the SBCC Executive Management team; 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. In a period of austerity and financial challenges, SBCC remains fully committed to those goals.

Dr. Jack Friedlander
Acting Superintendent/President

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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 following pages present results from the 2011 ARCC report, released in March 2011, which covers three years of data up through the 2009-10 academic year. Each of the seven measures presented (A through G) is based on different sets of cohorts covering various time periods, depending on the measure.

ARCC Measure A: Student Progress and Achievement
This is the percentage of first-time students who earned at least 12 units and who achieved any of the following outcomes within six years of entry: transferred to a four-year college, earned an AA/AS degree, earned a Certificate of 18 units or more, achieved "Transfer Directed" status (successful completion of both transfer-level Math and English courses) or "Transfer Prepared" status (successful completion of 60 UC/CSU transferable units with a GPA of 2.0 or higher). SBCC's rate has steadily improved, is consistently well above the statewide average, and is above the peer group average in 4 out of 5 years.

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

Report Year*	2009	2010	2011	2011	2011
Cohort Started In Year	2000-01	2001-02	2002-03	2003-04	2004-05
Cohort Tracked Over 6 Years	2000-01 to 2005-06	2001-02 to 2006-07	2002-03 to 2007-08	2003-04 to 2008-09	2004-05 to 2009-10
Cohort Size	2,294	2,471	2,316	2,242	N/A
SBCC	58.1%	59.9%	62.8%	63.1%	64.2%
Peer Group High	66.3%	64.3%	69.3%	70.5%	72.8%
Peer Group Low	50.3%	42.3%	51.3%	52.4%	48.0%
Peer Group Avg	58.1%	53.4%	58.8%	59.7%	60.7%
Statewide Avg	52.0%	51.2%	51.8%	52.3%	53.6%

* The data included for SBCC here and in the following tables are taken from the 2011, 2010 and 2009 ARCC reports. The peer group and statewide figures, however, are taken from each individual ARCC report year (2007, 2008, 2009, 2010 and 2011), because each report presents only a single year's peer group and statewide figures. Please note that data regarding the cohort size are no longer provided by ARCC due to limited resources.

ARCC Measure B: Earned at least 30 Units

This is the percentage of first-time students who earned at least 12 units 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, exceeding them in 4 out of the 5 years.

Figure I.2 ARCC Measure B: Earned at Least 30 Units

Report Year	2009	2010	2011	2011	2011
Cohort Started in Year	2000-01	2001-02	2002-03	2003-04	2004-05
Cohort Tracked Over 6 Years	2000-01 to 2005-06	2001-02 to 2006-07	2002-03 to 2007-08	2003-04 to 2008-09	2004-05 to 2009-10
Cohort Size	2,294	2,471	2,316	2,242	N/A
SBCC	72.7%	71.6%	73.9%	71.0%	74.0%
Peer Group High	78.6%	77.6%	78.4%	81.7%	80.3%
Peer Group Low	55.6%	66.8%	63.2%	63.0%	57.8%
Peer Group Avg	69.3%	70.9%	71.1%	72.1%	72.4%
Statewide Avg	70.3%	70.4%	71.2%	72.4%	72.8%

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 5 years, with the exception of being 0.5% under the statewide average in the 2009 Report Year.

Figure I.3 ARCC Measure C: Persistence Rate
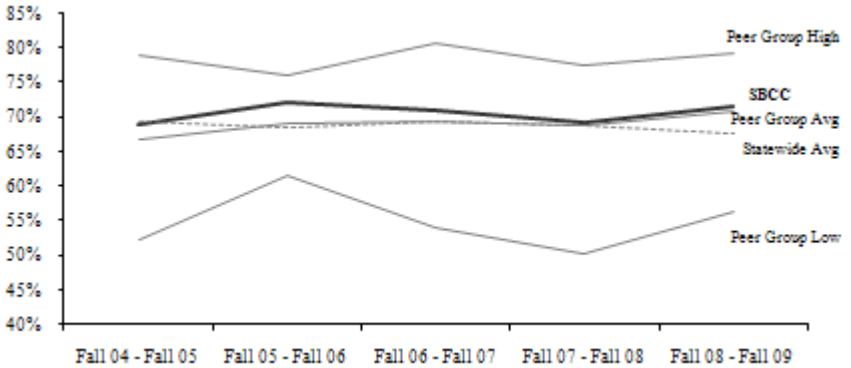
Report Year	2009	2010	2011	2011	2011
Cohort Persistence From-To Terms	Fall 04 - Fall 05	Fall 05 - Fall 06	Fall 06 - Fall 07	Fall 07 - Fall 08	Fall 08 - Fall 09
SBCC	68.8%	72.0%	70.9%	69.1%	71.6%
Peer Group High	78.9%	76.1%	80.6%	77.3%	79.2%
Peer Group Low	52.1%	61.6%	53.8%	50.1%	56.2%
Peer Group Avg	66.6%	68.9%	69.3%	68.8%	70.8%
Statewide Avg	69.3%	68.3%	69.2%	68.7%	67.6%

ARCC Measure D: Success Rate for Credit Vocational Courses

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

Figure I.4 ARCC Measure D: Success Rate for Vocational Courses
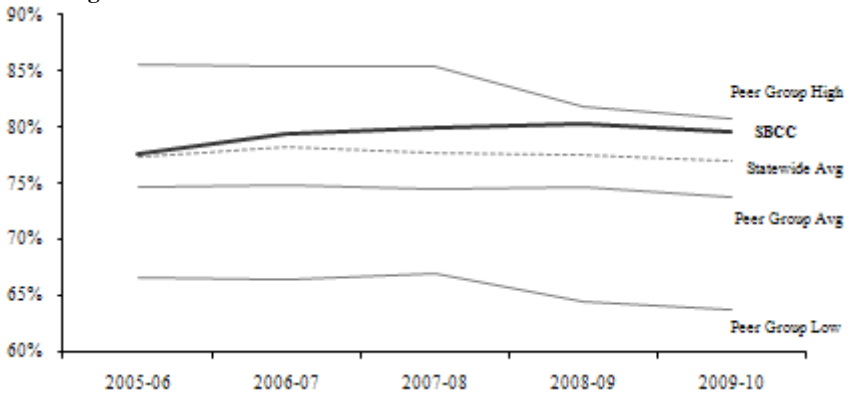
Report Year	2009	2010	2011	2011	2011
Grade Award Year	2005-06	2006-07	2007-08	2008-09	2009-10
SBCC	77.7%	79.4%	80.0%	80.3%	79.6%
Peer Group High	85.6%	85.5%	85.4%	81.9%	80.8%
Peer Group Low	66.7%	66.4%	67.0%	64.5%	63.7%
Peer Group Avg	74.6%	74.9%	74.5%	74.7%	73.8%
Statewide Avg	77.3%	78.2%	77.7%	77.5%	77.0%

ARCC Measure E: Success Rate for Credit Basic Skills Courses

SBCC exceeded the statewide average in all 5 years, exceeded the peer group average in the last 4 years, and was the peer group high in two of the reporting years.

Figure I.5 ARCC Measure E: Success Rate Credit Basic Skills Courses
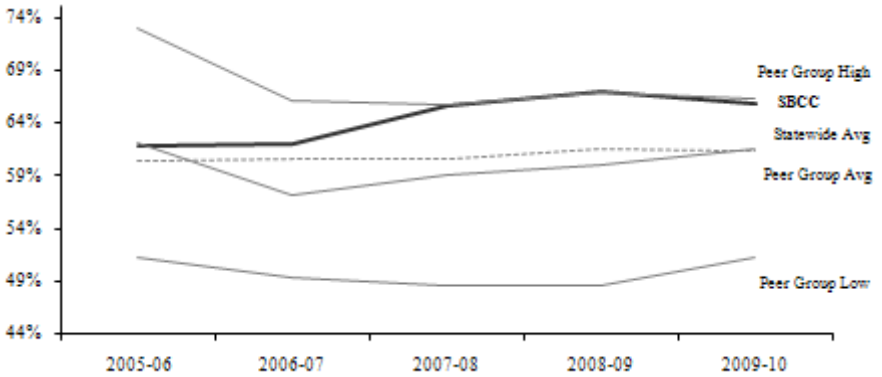
Report Year	2009	2010	2011	2011	2011
Grade Award Year	2005-06	2006-07	2007-08	2008-09	2009-10
SBCC	61.8%	62.0%	65.7%	66.9%	65.9%
Peer Group High	73.0%	66.1%	65.7%	66.9%	66.4%
Peer Group Low	51.3%	49.4%	48.6%	48.6%	51.2%
Peer Group Avg	62.2%	57.2%	59.1%	60.0%	61.5%
Statewide Avg	60.4%	60.5%	60.5%	61.5%	61.4%

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ARCC Measure F: Improvement Rate for Credit Basic Skills Courses

This measure tracks students who successfully completed a credit basic skills English or Math course two or more levels below college/transfer. These students were followed across three academic years (including the year and term of the initial course) to see if they successfully completed a higher-level course in the same discipline. SBCC exceeded the peer group and statewide averages in all five reporting years.

Figure I.6 ARCC Measure F: Improvement Rate for Credit Basic Skills Courses
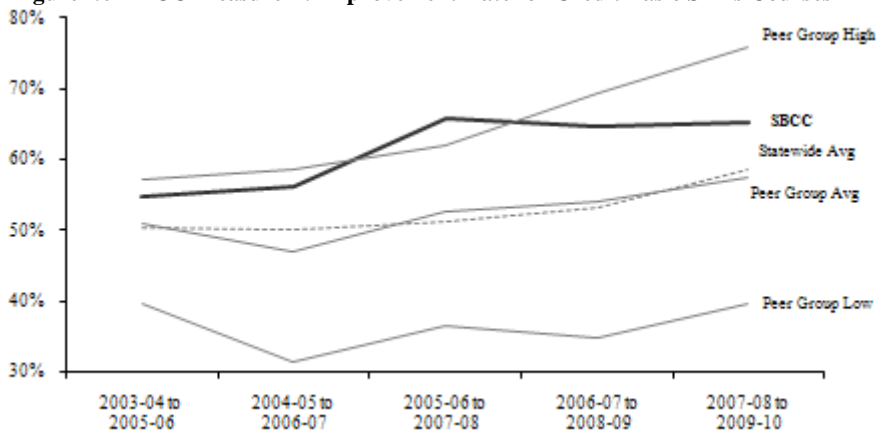
Report Year	2009	2010	2011	2011	2011
Cohort Started In Year	2003-04	2004-05	2005-06	2006-07	2007-08
Cohort Tracked Over 3 Years	2003-04 to 2005-06	2004-05 to 2006-07	2005-06 to 2007-08	2006-07 to 2008-09	2007-08 to 2009-10
SBCC	54.9%	56.2%	65.7%	64.6%	65.3%
Peer Group High	57.1%	58.7%	62.0%	69.5%	76.0%
Peer Group Low	39.6%	31.5%	36.5%	34.9%	39.5%
Peer Group Avg	50.9%	47.1%	52.6%	54.2%	57.6%
Statewide Avg	50.4%	50.0%	51.2%	53.2%	58.6%

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ARCC Measure G: Improvement Rate for Credit ESL Courses

This measure tracks students who successfully completed a credit ESL courses two or more levels below college/transfer. These students were followed across three academic years (including the year and term of the initial course) to see if they successfully completed a higher-level ESL course or college level English course. SBCC was above the statewide average in all reporting years. The College was well above the peer group average in 2008, and very slightly below the peer group average in 2009, 2010 and 2011.

Figure I.7 ARCC Measure G: Improvement Rate for Credit ESL Courses
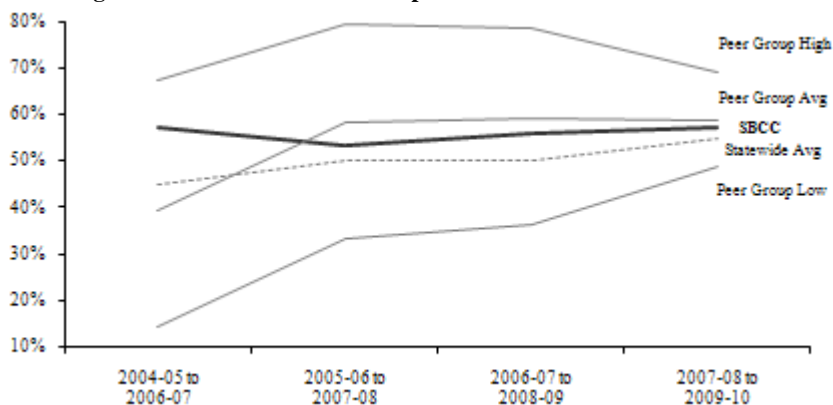
Report Year	2010	2011	2011	2011
Cohort Started In Year	2004-05	2005-06	2006-07	2007-08
Cohort Tracked Over 3 Years	2004-05 to 2006-07	2005-06 to 2007-08	2006-07 to 2008-09	2007-08 to 2009-10
SBCC	57.1%	53.4%	55.9%	57.0%
Peer Group High	67.3%	79.2%	78.4%	69.2%
Peer Group Low	14.4%	33.1%	36.2%	48.9%
Peer Group Avg	39.3%	58.4%	59.3%	58.7%
Statewide Avg	44.7%	50.1%	50.1%	54.6%

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Preparation of Applicants

Students Eligible for College-Level Writing

From 2006 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 2010, the percentage increased slightly to 29% (see Figure I.8).

Figure I.8 Percentage of Applicants Eligible for College-level English Writing Summer/Fall 2006 - Summer/Fall 2010
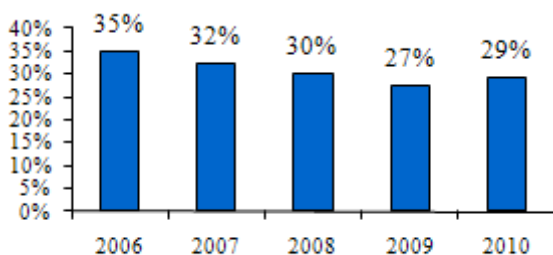
Source: Assessment Office

Students Eligible for College-Level Reading

The percentage of applicants who are eligible for college-level reading remained fairly stable between 29% and 26% (see Figure I.9).

Figure I.9 Percentage of Applicants Eligible for College-level English Reading Summer/Fall 2006 - Summer/Fall 2010

Source: Assessment Office

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Students Eligible for College-Level Math

The percentage of applicants who are eligible for college-level math decreased from 27% in 2006 to 23% in 2008, but increased to 29% and 30% in 2009 and 2010, respectively (see Figure I.10).

Figure I.10 Percentage of Applicants Eligible for College-level Math
Summer/Fall 2006 - Summer/Fall 2010
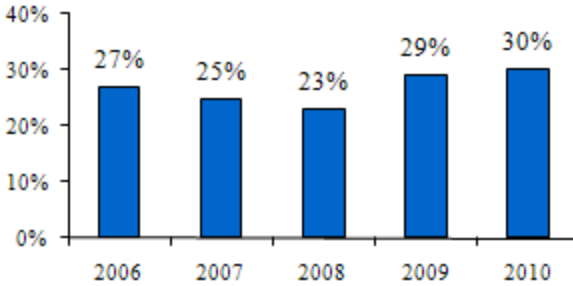
Source: Assessment Office

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 slightly higher than Fall in all but the most recent academic year.

Figure I.14 Fall Successful Course Completion Rates
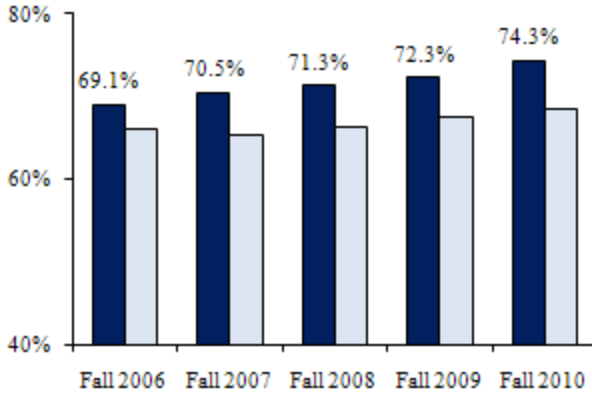
Source: CCCCO   ■ SBCC   □ Statewide

Figure I.15 Spring Successful Course Completion Rates
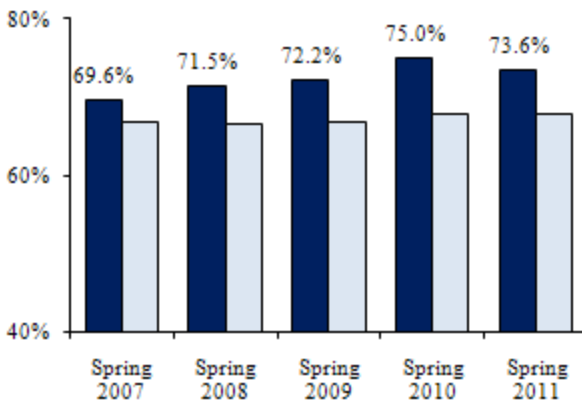
Source: CCCCO   ■ SBCC   □ Statewide

Successful Completion Rates in Transfer Courses

Successful completion rates in transfer courses increased from year to year in Fall and all but the most recent Spring semesters, ranging from a low of 68.4% in Spring 2007 to a high of 74.9% in Spring 2010. Successful completion rates in transfer courses were slightly higher for SBCC than the statewide average in all semesters. 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).

Figure I.16 Fall Successful Completion Rates in Transfer Courses

Source: CCCCO   ■ SBCC   □ Statewide
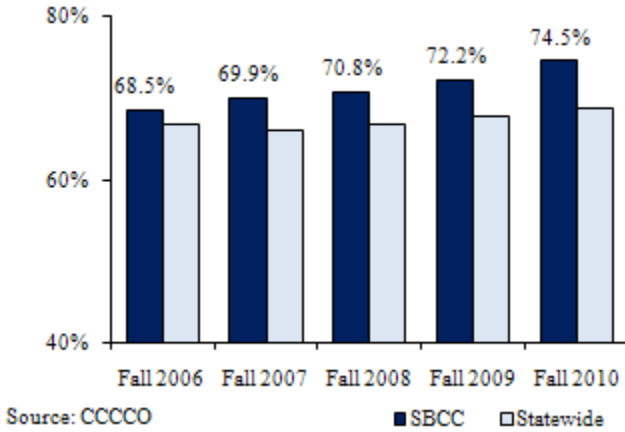
Figure I.17 Spring Successful Completion Rates in Transfer Courses

Source: CCCCO   ■ SBCC   □ Statewide
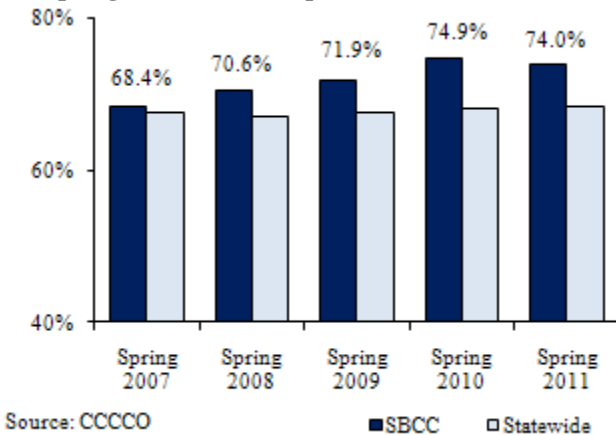
Successful Completion Rates in Basic Skills Courses

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

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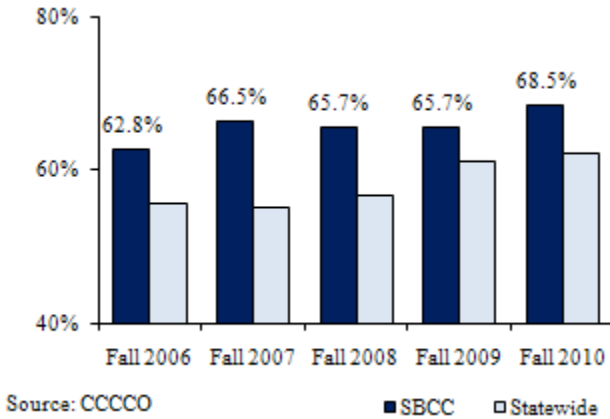
Figure I.19 Successful Completion Rates in Basic Skills Courses - Spring

Source: CCCCO
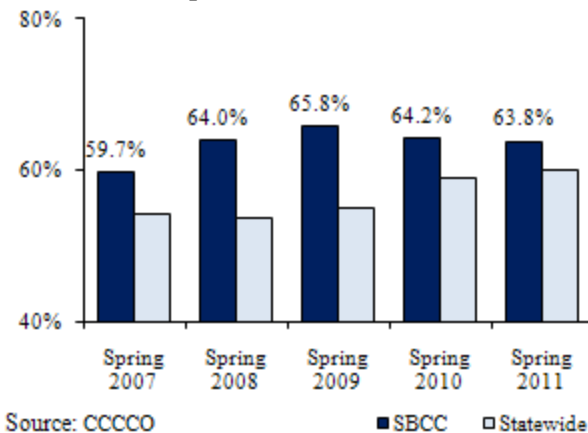
Successful Completion Rates in Career Technical Courses

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, but increasing to 79.1% in Fall 2010. The completion rate has also been fairly stable across spring semesters, ranging from 76.9% in Spring 2009 to 78.4% in Spring 2011 (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

Source: SBCC Student Information System
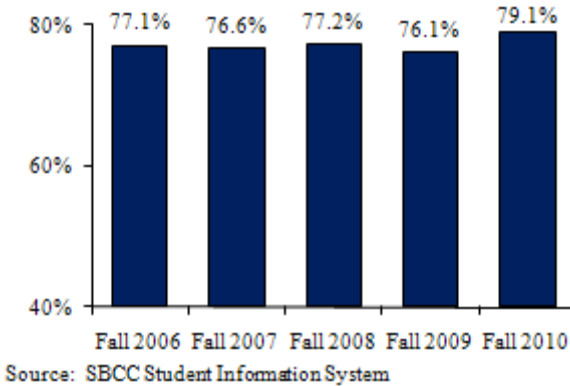
Figure I.21 Successful Completion Rates in Career Technical Courses - Spring

Source: SBCC Student Information System
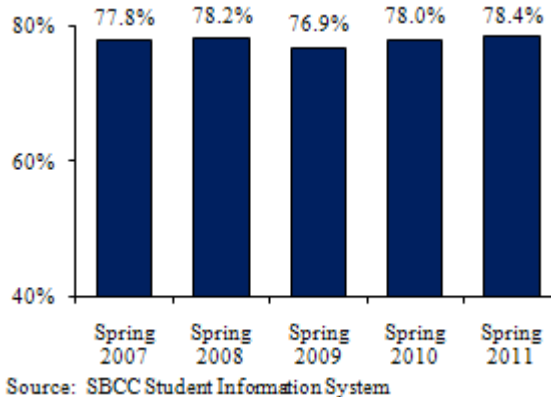
Successful Completion Rates in Alternative Instruction vs. Traditional Courses

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. Success rates in Work Experience/Independent Study courses decreased slightly in recent 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 I.22 Annual Successful Completion Rates in Alternative Instruction vs. Traditional Courses

Year	Online	Work Exp/ Ind Study	Accelerated	Weekend	Traditional
2006-07	57.8%	81.0%	72.4%	77.8%	70.5%
2007-08	61.4%	81.3%	75.5%	77.9%	70.5%
2008-09	63.7%	79.4%	75.8%	80.7%	71.5%
2009-10	63.6%	78.5%	75.6%	89.2%	73.1%
2010-11	66.5%	79.3%	77.7%	92.1%	74.2%

Source: SBCC Student Information System

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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. While success rates in online courses are consistently lower than in comparable courses offered face-to-face, the difference decreased from 17% in Fall 2009 to 13% in Fall 2010, and from 13% in Spring 2010 to 11% in Spring 2011 (see Figures I.23 & I.24).

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

Source: SBCC Student Information System
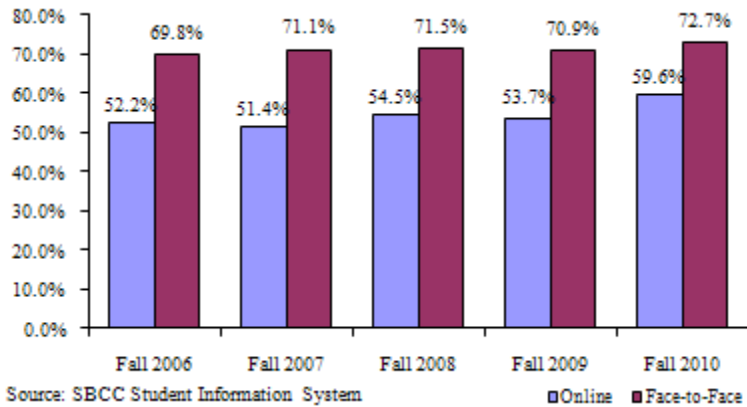
Figure I.24 Spring Successful Completion Rates Online vs. Face-to-Face

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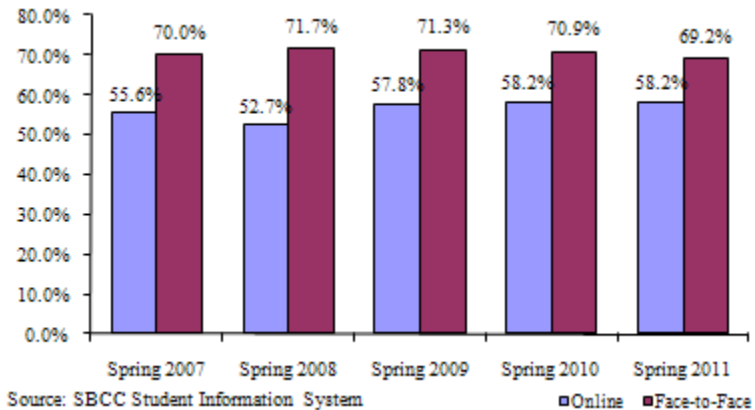
Students on Academic or Progress Probation or Disqualification and Their Transition to Good Standing

The percentage of all students who ended the term on academic or progress probation or disqualification decreased from 11.6% in Fall 2006 to 8.3% in Fall 2008, and has remained between 8%-9% through Fall 2010 (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 Fall Students on Academic or Progress Probation or Disqualification - Total and Percentage of Overall Headcount
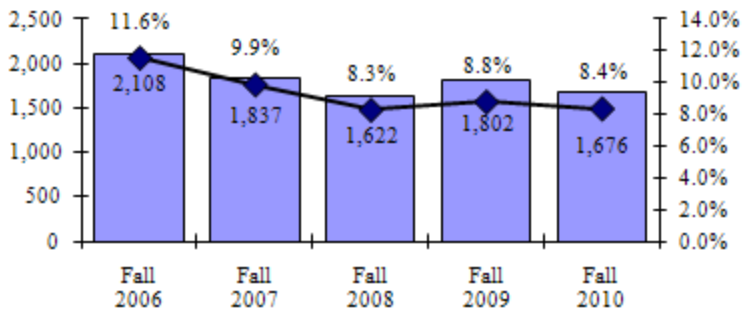
Source: SBCC Student Information System

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

Source: SBCC Student Information System

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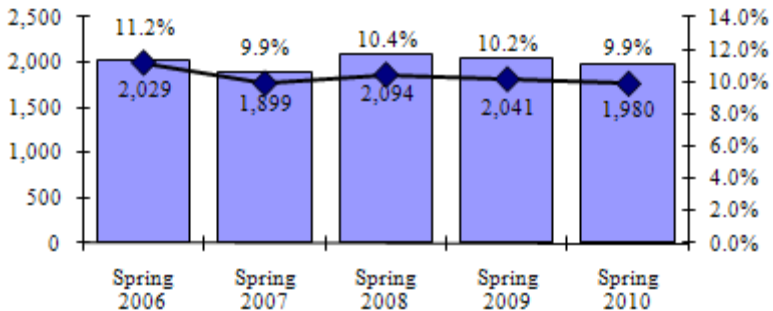
Of the 1,676 students on academic or progress probation or disqualification at the end of Fall 2010 who enrolled in Spring 2011, 391 (23.3%) transitioned to good standing at the end of Spring 2011 (see Figure I.27).

Figure I.27 Fall Students on Academic or Progress Probation or Disqualification Transitioning to Good Standing by the Following Spring Semester Fall 2006 - Fall 2010
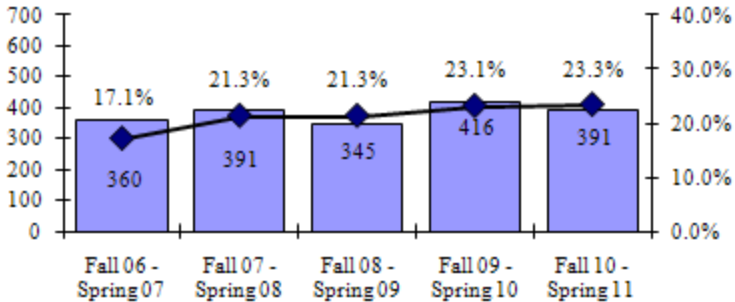
Source: SBCC Student Information System

For students who were on academic or progress probation or disqualification at the end of Spring 2010 who enrolled in Fall 2010, 17.4% (345) transitioned to good standing in Fall 2010 (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 2006 - Spring 2010
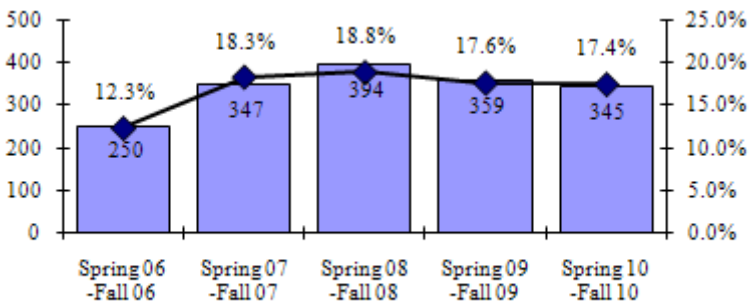
Source: SBCC Student Information System

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, 61.9% of the students new to the College who enrolled in a basic skills course in Fall 2008 enrolled in a higher level course in the same area of study within three years. Of the 61.9% who enrolled in a higher level course, 82.5% successfully completed at least one higher level course within the same time frame. Of the Fall 2008 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).

Figure I.29 English Basic Skills Students Transition to College Level within 3 Years
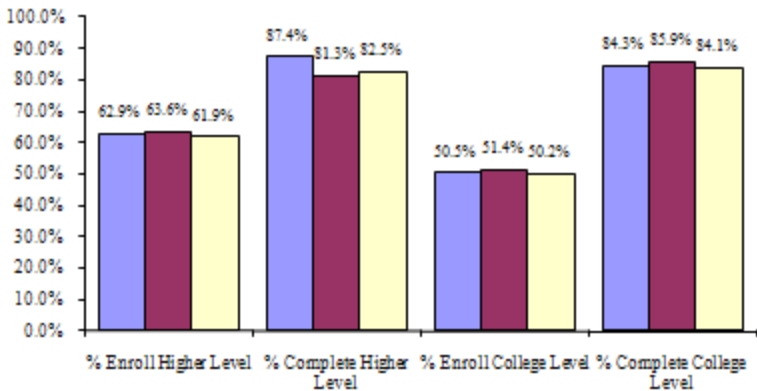
Source: SBCC Student Information System   □Fall 2006 Cohort   ■Fall 2007 Cohort   □Fall 2008 Cohort

In mathematics, 57% of the students new to the College who enrolled in a basic skills math course in Fall 2008 enrolled in a higher level math course within three years. Of those, 76% successfully completed at least one such course. Of the Fall 2008 cohort, 39% enrolled in a college level math course within three years, and of those students, 80.7% 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 2006 Cohort   ■Fall 2007 Cohort   □Fall 2008 Cohort
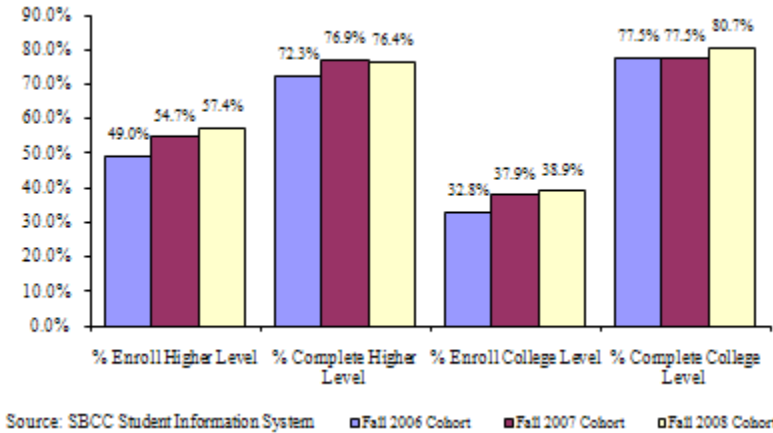
In ESL, 33.6% of the students new to the College in Fall 2008 who enrolled in at least one ESL course in levels 1-4, subsequently enrolled in a level 5 ESL course within three years. Of those, 97.3% successfully completed this course within the same time frame (see Figure I.31).

**Figure I.31 ESL Level 1-4 Students Transition to
Level 5 within 3 Years**
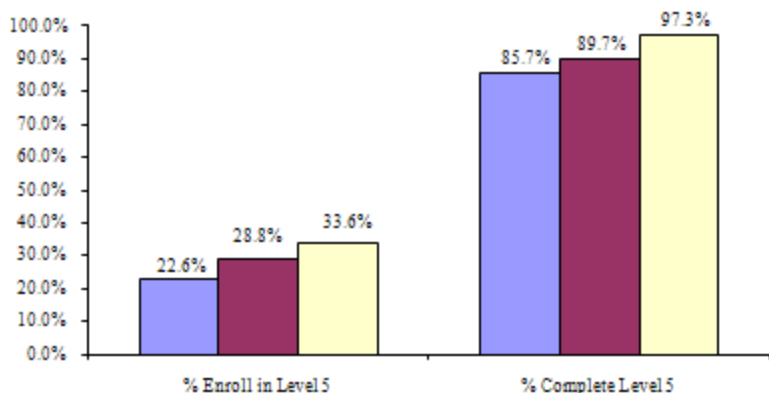
Source: SBCC Student Information System   ■Fall 2006 Cohort   ■Fall 2007 Cohort   □Fall 2008 Cohort

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

	Semester GPA		Cumulative GPA at the End of Semester	
Term	Mean	Median	Mean	Median
Fall 2006	2.49	2.75	2.59	2.71
Fall 2007	2.50	2.75	2.61	2.75
Fall 2008	2.50	2.76	2.62	2.79
Fall 2009	2.50	2.75	2.67	2.83
Fall 2010	2.53	2.75	2.68	2.83

Source: SBCC Student Information System

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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**

Period	Rate
Fall 10 to Spring 11	87.4%
Fall 09 to Spring 10	86.7%
Fall 08 to Spring 09	85.4%
Fall 07 to Spring 08	86.6%
Fall 06 to Spring 07	84.3%
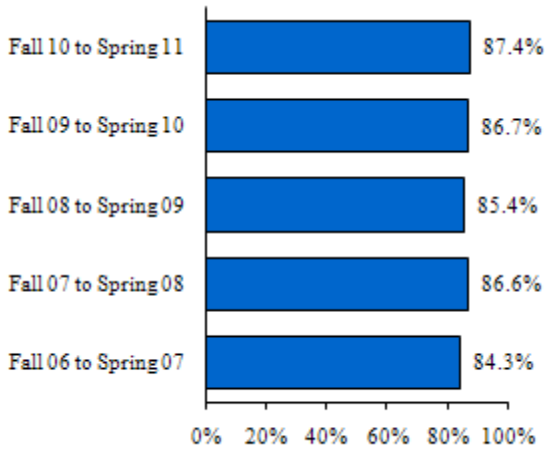
Source: SBCC Student Information System

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

Period	Rate
Fall 09 to Spring 11	58.5%
Fall 08 to Spring 10	57.5%
Fall 07 to Spring 09	55.7%
Fall 06 to Spring 08	55.4%
Fall 05 to Spring 07	55.3%
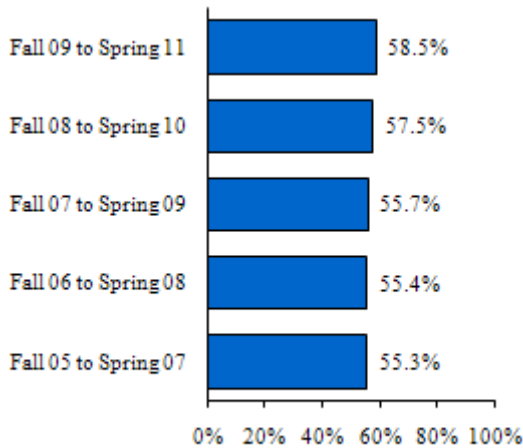
Source: SBCC Student Information System

Degrees and Certificates Awarded

Degree awards increased to 1,406 in 2007-08, then declined for two years, and increased again to 1,654 in 2010-11 (see Figure I.35). The large increase in 2007-08 of AA degrees is mostly due to the addition of a Liberal Studies Transfer degree, where over 400 degrees were awarded.

Figure I.35 Number of Degrees Awarded by Type
2006-07 to 2010-11

Source: SBCC Student Information System   ◆ AA   ■ AS   ▲ Total Degrees
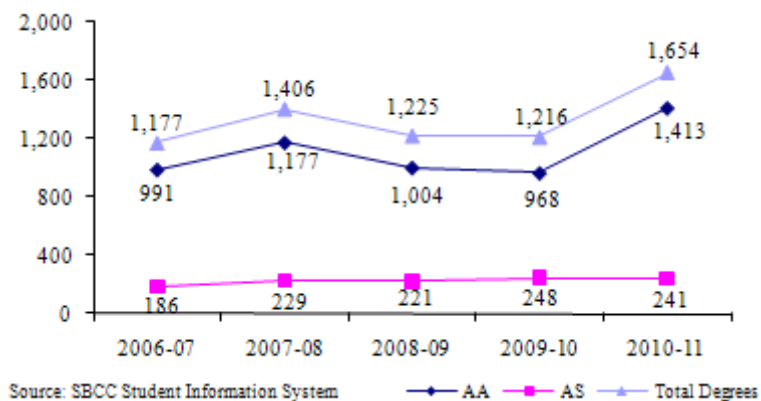
Certificate awards increased to 1,057 in 2008-09, and has remained around 1,000 each year since (see Figure I.36). The large increase in 2008-09 is due to the addition of the IGETC and CSU Breadth certificates.

Figure I.36 Number of Certificates Awarded
2006-07 to 2010-11

Source: SBCC Student Information System   ◆ Total Certificates

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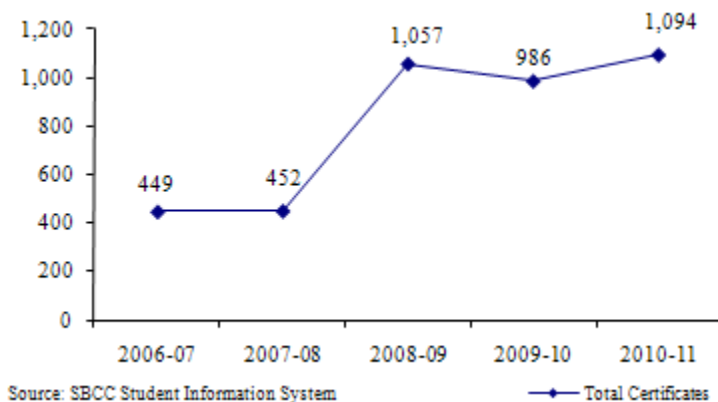
Transfers to UC and CSU

From 2006-07 to 2010-11, the total number of students transferring annually from SBCC to UC and CSU campuses increased by 14%, from 1,024 to 1,172. Declines in transfers to CSU occurred in 2008-09 and 2009-10 due to the budget-driven CSU trend towards regionalization, which gives preference to local applicants. However, transfers to CSU increased again in 2010-11 to previous levels (see Figure I.37).

In contrast to the decline in CSU transfers, the sharp increase in UC transfers can be attributed to the UC system adding an extra 500 transfer slots statewide in 2009-10. This was done "to help offset any impact the [freshman] 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. Yudoff (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 and CCCCO
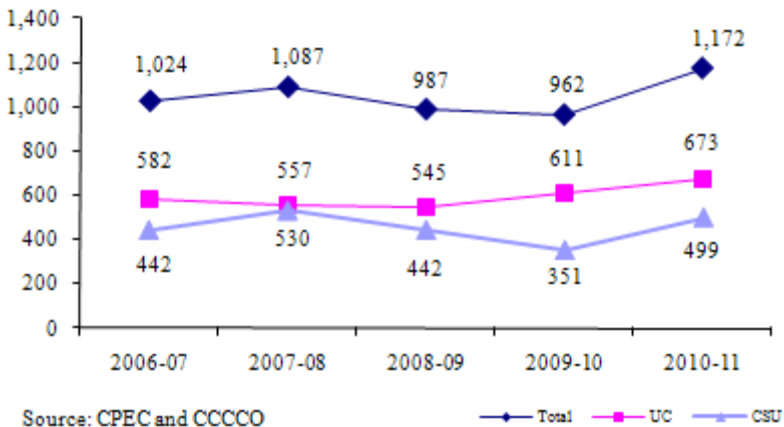
Transfers to Other Four-year Institutions

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).

This data is provided by the Chancellor's Office. Data for the 2009-10 year will be available sometime in Spring 2012.

Figure I.38 Transfers to In-state Private and Out-of-State Four-year Institutions
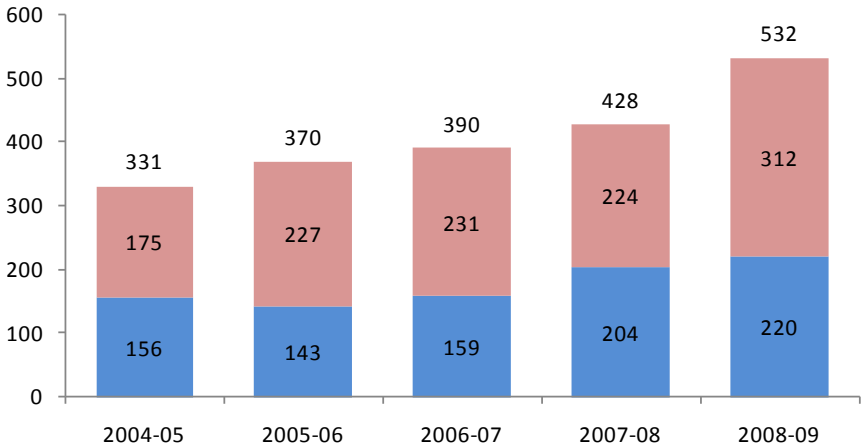
Source: Alice VanOmmeren, Chancellor's Office   ■ In-State Private ■ Out-Of-State

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Student Right-to-Know Act Completion and Transfer Rates

In compliance with the Student-Right-to-Know and Campus Security Act of 1990, it is the policy of all California Community Colleges to provide completion and transfer rates to all current or prospective students. The rates are calculated based on cohorts of first-time, full-time students starting in a fall semester whose self-reported goal was obtaining a certificate, degree or transfer. These cohorts are tracked for a three-year period. SBCC consistently surpassed 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

Source: CCCCO
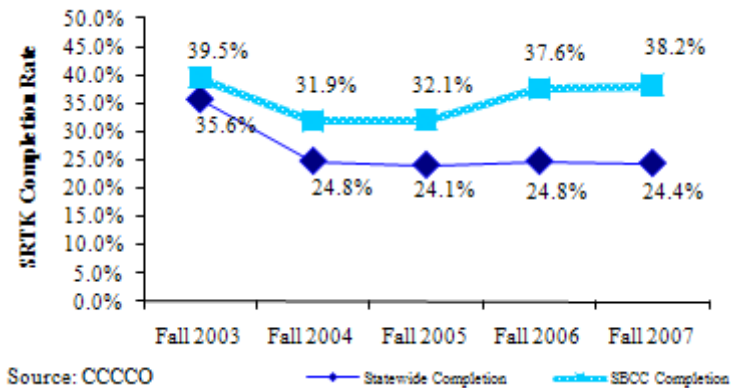
Figure I.40 Student Right-to-Know Transfer Rates

Source: CCCCO

38
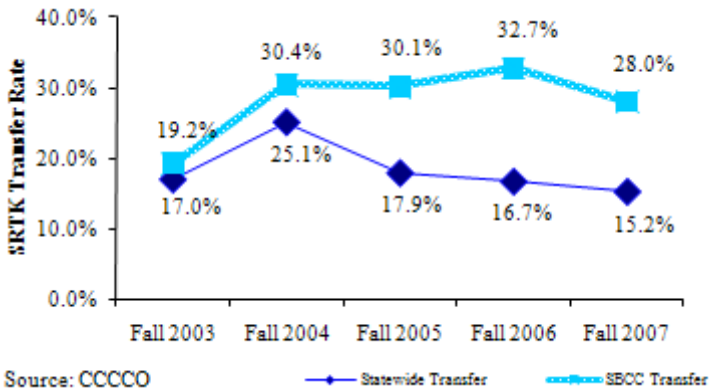
Number of Hours Students Study per Course per Week

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

Study Hours Per Course Per Week	Spring 2005	Spring 2008
Less than 2 Hours	18%	27%
Between 2-4 Hours	43%	48%
Between 5-8 Hours	26%	20%
More than 8 Hours	13%	6%

Source: Spring 2008 & Spring 2005 Student Survey Data

Continuing Education Students Receiving General Educational Development (GED)

Overall, the number of GED completers remained fairly stable across the period, reaching a high of 135 in 2009-10. The number of Adult High School (AHS) completers reached a high of 99 in 2008-09. Due to changes in state requirements, no new students were admitted from July 1, 2009 - September 13, 2010. In Fall 2010, new requirements were instituted that increased the instructional hours required from 2.5 hours per credit to 14.7 hours per credit. These two changes resulted in large decreases in AHS completions in 2009-10 and 2010-11 (see Figure I.42).

Figure I.42 Number of Adult High School and GED Completers
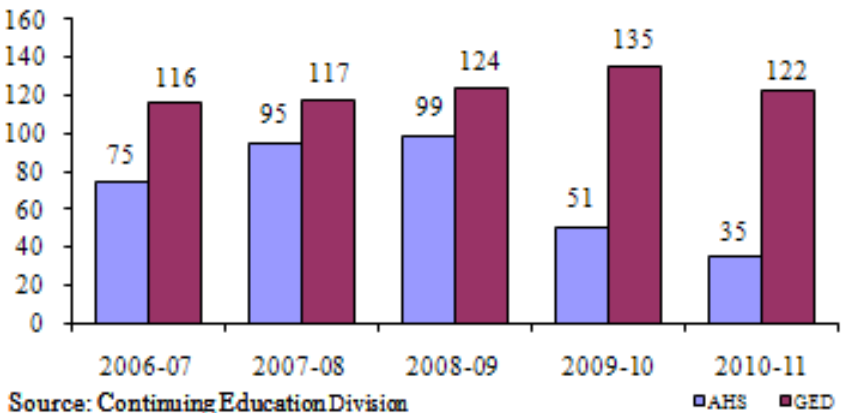
Source: Continuing Education Division   □AHS ■GED

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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 6% since 2006-07. 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 from the CCFS-320 Report

Source: SBCC Student Information System

42
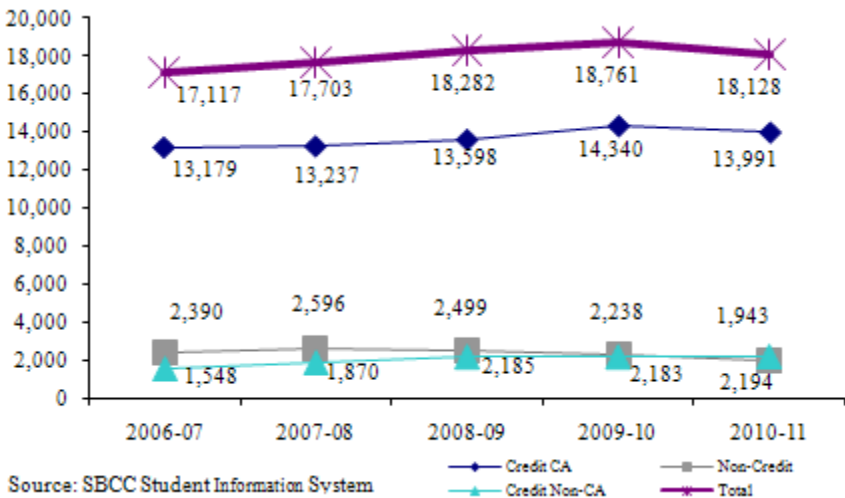
Credit Division

Credit Student Headcount

The credit student headcount increased steadily, except for a slight decrease in Fall 2010. Fall 2010 represented a 2% decrease from Fall 2009, but a 10% increase over the period (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 decline in Spring and Fall 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 2006 - Fall 2010
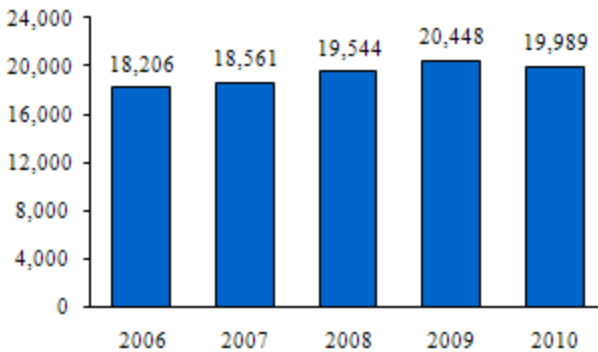
Source: SBCC Student Information System

Figure II.3 Credit Student Headcount
Spring 2007 - Spring 2011

Source: SBCC Student Information System

43
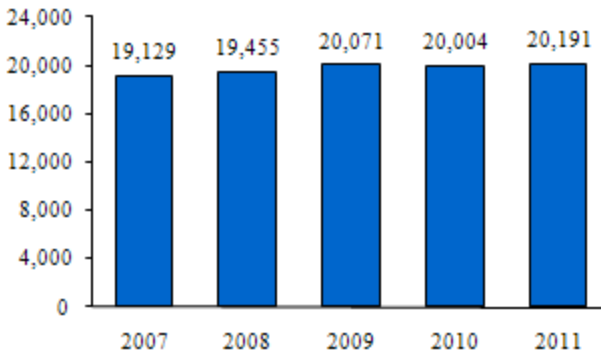
Full-Time Credit Student Headcount

The number of full-time students (enrolled in 12 or more units) increased by 19% over the period in fall semesters and by 23% in spring semesters. The percentage of full-time students out of all SBCC students increased slightly across the period from around 37% to 40% 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 2006 - Fall 2010

Source: Student Information System   Number   % of all SBCC students
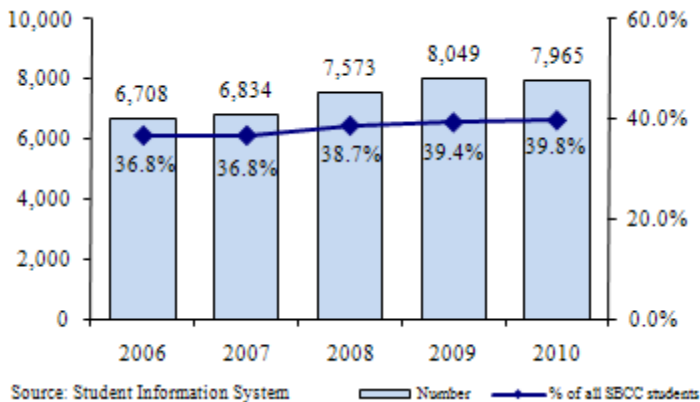
Figure II.5 Full-Time Student Headcount Spring 2007 - Spring 2011

Source: Student Information System   Number   % of all SBCC students

44
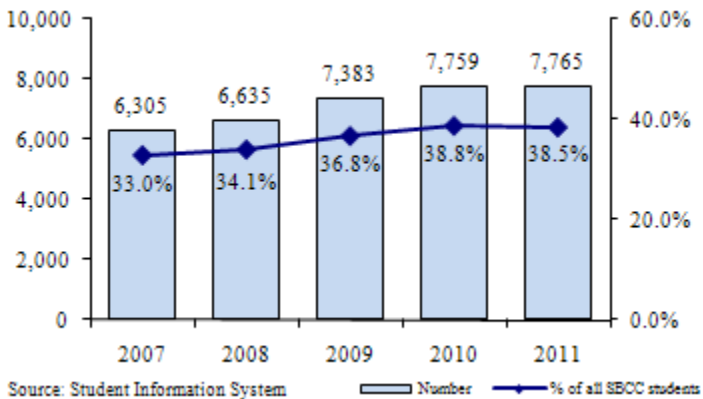
High School Students Attending SBCC Credit Division

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 few years reflects the decrease in enrollments in the local high schools.

Figure II.6 High School Student Headcount
Fall 2006 - Fall 2010

Source: SBCC Student Information System   Number   % of all SBCC students

45
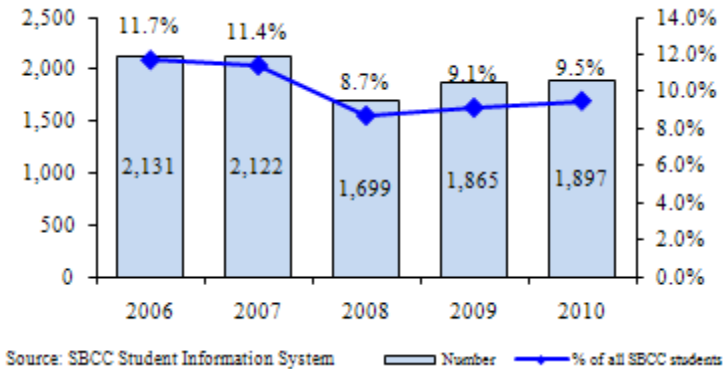
First-Time Credit Division SBCC Students from the District's Local High Schools (San Marcos, Santa Barbara, Dos Pueblos, Carpinteria and Bishop)

The percentage of local high school graduates enrolling as first-time freshmen at SBCC in Fall 2010 was 52.8%, which is a 2% decrease from Fall 2009, and a 6% increase from Fall 2006 (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 2006 - Fall 2010**

Source: SBCC Student Information System & California Department of Education

New Students
% of Local HS Grads

46
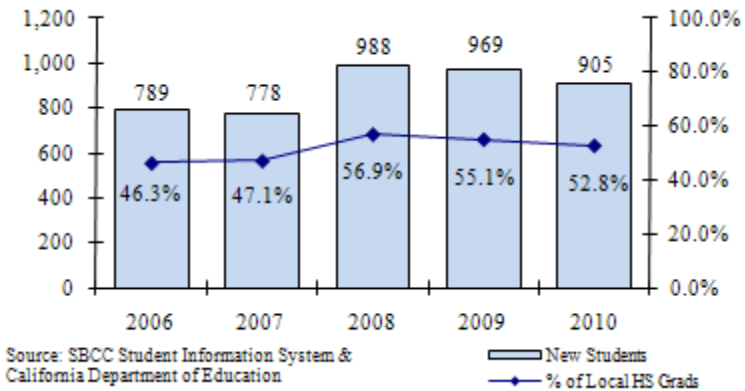
Online Student Headcount - Credit Division

By Fall 2010, online students represented 24% of all SBCC students, showing an increase of 1,758 students, or 58% over the past five years (see Figure II.8). In Fall 2006, 1,493 students, or 8% of all students, were enrolled exclusively in online courses. By Fall 2010, 2,141, or 11% of all SBCC students, were enrolled fully online only.

Figure II.8 Online Student Headcount
Fall 2006 - Fall 2010

Source: SBCC Student Information System   Online   Online Only   % of all SBCC students
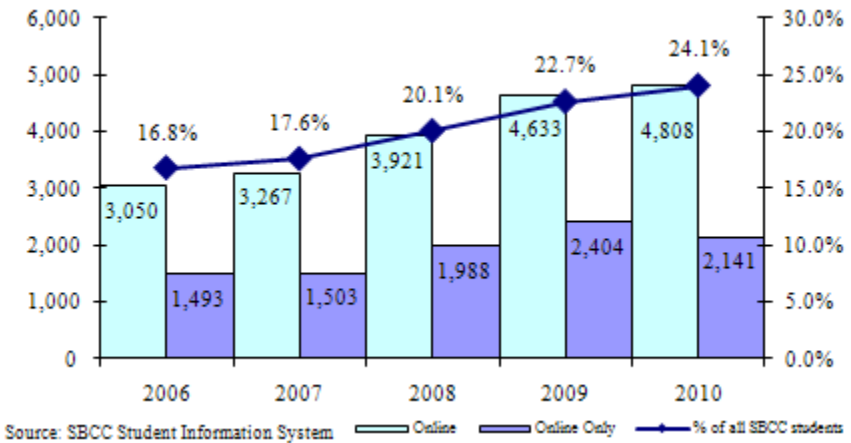
Percentage of District Adult Population Served by the Credit Program

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

Ethnic composition shows an increase in the Hispanic population, reflecting regional and national trends, and an increase in those who do not state their ethnic origin. 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 response options, allowing for the declaration of a multi-racial background. However, the question 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.9 Credit Student Ethnic Composition Fall 2006 – Fall 2010

	Asian/Black	Hispanic	Other	White
Fall 2006	8.2%	28.4%	7.3%	56.2%
Fall 2007	8.9%	28.8%	9.7%	52.5%
Fall 2008	9.9%	28.1%	10.9%	51.0%
Fall 2009	9.0%	27.7%	14.6%	48.7%
Fall 2010	9.1%	31.7%	9.1%	50.0%

Detail of "Other" Category

	Filipino	Native Amer	Pacific Islander	Other	Decline to State	TOTAL
Fall 2006	1.2%	1.0%	0.7%	2.1%	2.2%	7.3%
Fall 2007	1.5%	1.0%	0.7%	1.9%	4.6%	9.7%
Fall 2008	1.5%	1.0%	0.6%	1.6%	6.1%	10.9%
Fall 2009	1.3%	0.9%	0.5%	0.0%	12.0%	14.6%
Fall 2010	1.2%	0.6%	0.3%	0.0%	7.0%	9.1%
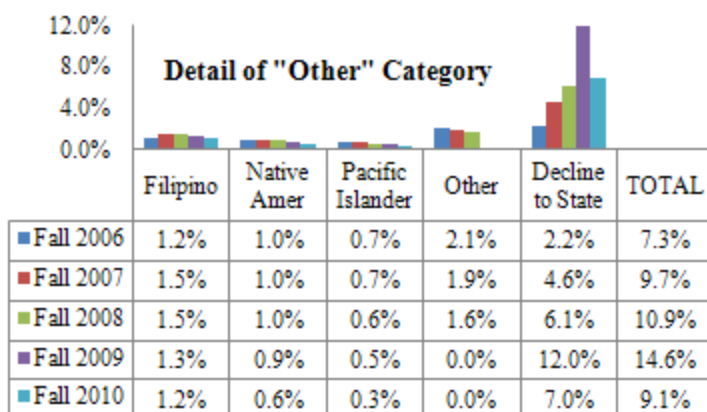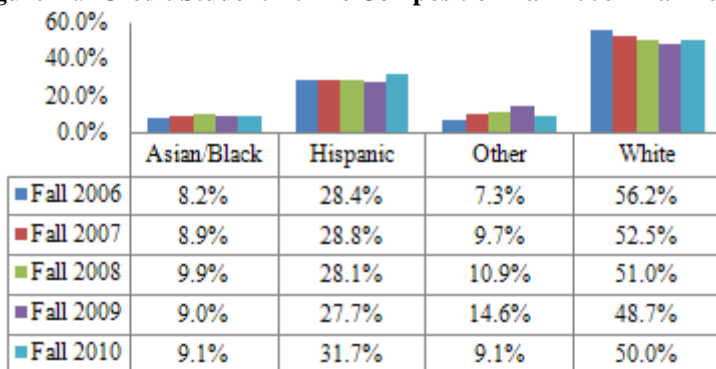
Credit Gender Composition

Over the past five years, the gender composition in SBCC's credit programs remained stable, with slightly more females than males each semester.

Figure II.10 Credit Student Gender Composition
Fall 2006 - Fall 2010

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Male (top)	46.5%	46.5%	47.0%	47.0%	46.9%
Female (bottom)	53.5%	53.5%	53.0%	53.0%	53.1%

Source: SBCC Student Information System □Male □Female
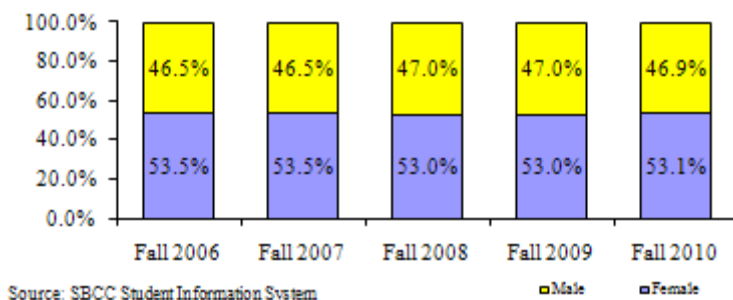
Credit Age Composition

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% of all credit students, followed by 21 to 25 year olds, at 21%. The 17 and under age group ranged from 11% to 13% across the period.

Figure II.11 Credit Student Age Composition
Fall 2006 - Fall 2010

	17 & Under	18-20	21-25	26-29	30-49	50 & Over
Fall 2006	13.5%	33.2%	20.5%	7.0%	18.1%	7.7%
Fall 2007	13.5%	33.4%	21.3%	7.1%	17.6%	7.1%
Fall 2008	10.8%	35.5%	21.0%	7.6%	17.8%	7.4%
Fall 2009	11.2%	34.6%	21.5%	7.7%	17.8%	7.2%
Fall 2010	11.4%	35.1%	21.1%	7.7%	17.7%	7.0%

Source: SBCC Student Information System

49
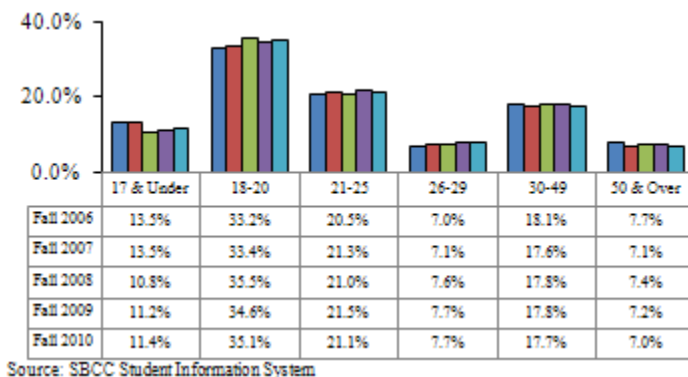
Students with Disabilities Attending SBCC Credit Division

The number of students with disabilities enrolled in credit programs has more than doubled over the past 5 years. The College receives state funding for those students who have had at least four contacts with the Disabled Student Programs and Services (DSPS) office within an academic year. In 2010-11, SBCC's Disabled Student Programs and Services qualified to receive state funding for 1,776 students. This represents a 71% increase from 2006-07, but a 0.4% decrease from 2009-10 (see Figure II.12).

**Figure II.12 Number of Students with Disabilities
Enrolled and State Funded 2006-07 to 2010-11**

Source: SBCC Student Information System & MIS Data ■Total Enrolled □State Funded

50
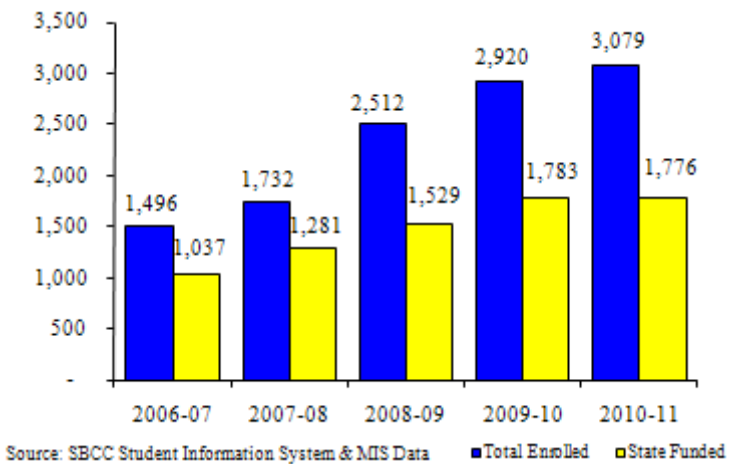
Extended Opportunity Programs and Services (EOPS) Credit Students

The number of EOPS students enrolled at SBCC decreased across the first four years of the period, from 1,315 in 2006-07 to 1,154 in 2009-10, with a small increase to 1,213 in 2010-11. EOPS students represented between 3.9% and 4.8% of all SBCC students over the period (see Figure II.13).

Figure II.13 EOPS Students 2006-07 to 2010-11

Source: SBCC Student Information System
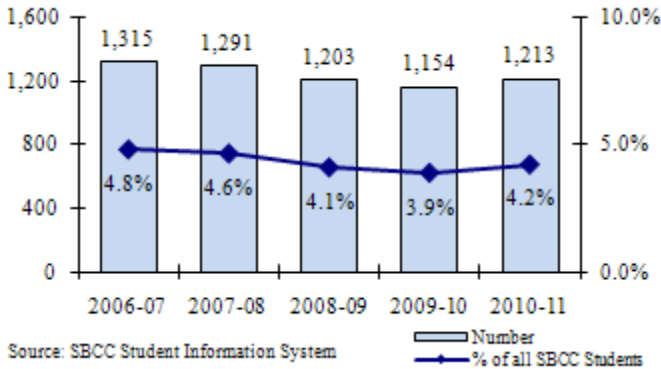
Economically Disadvantaged Students Attending SBCC

The number of economically disadvantaged students (defined as either in EOPS or receiving federal and/or state financial aid) increased by 21% over the last five years. The percentage of SBCC students who are economically disadvantaged increased from 32% in 2006-07 to 37% in 2010-11.

Figure II.14 Economically Disadvantaged Students 2006-07 to 2010-11

Source: SBCC Student Information System

International Students Attending SBCC Credit Davison

The number of international students attending SBCC with student visas increased by 0.5% from Fall 2009 to Fall 2010. International students with student visas represented 5.4% of all credit students in Fall 2010, compared to 3.4% in Fall 2006 (see Figure II.15).

Figure II.15 Credit Students with Student Visas Fall 2006 to Fall 2010

Source: SBCC Student Information System   ▭ Number ◆ % of all SBCC Students
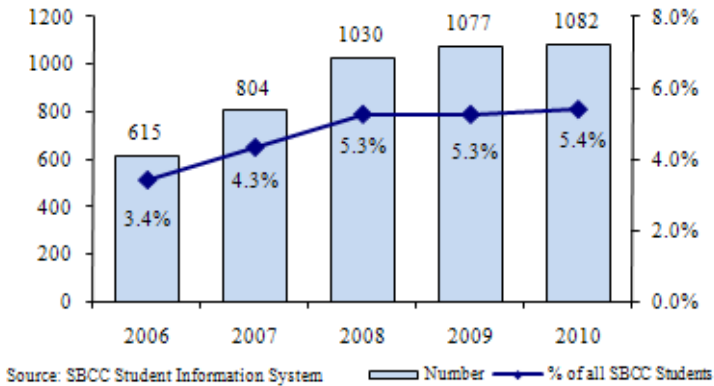
Out-of-State Students Attending SBCC

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 2006 to Fall 2010

Source: SBCC Student Information System   ▭ Number ◆ % of all SBCC Students
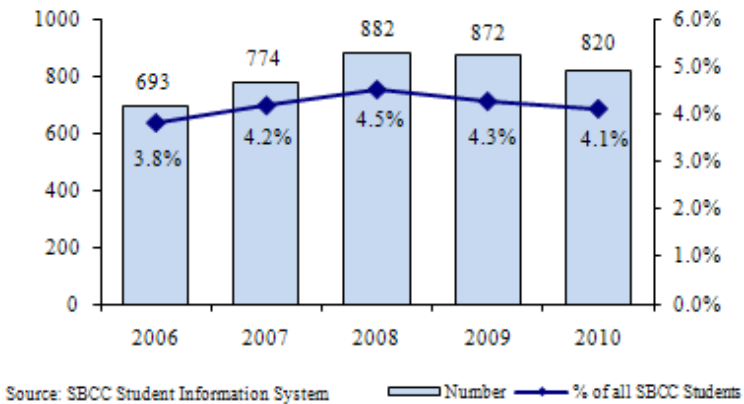
Course Enrollments in Employer-based Training, Work Experience, and Service Learning

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, dropping from 6,943 duplicated course enrollments in 2006-07 to 3,912 in 2009-10, and increasing very slightly to 4,320 in 2010-11. 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

Year	Employer-based Training	Work Experience and Service Learning
2006-07	6,943	1,165
2007-08	6,106	1,238
2008-09	4,951	1,300
2009-10	3,912	1,193
2010-11	4,320	1,381

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, and 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.

The unduplicated headcount of students participating in Continuing Education has decreased steadily over the last two years (see Figure II.18).

Figure II.18 Continuing Education Student Headcount
Fall 2009 to Spring 2011
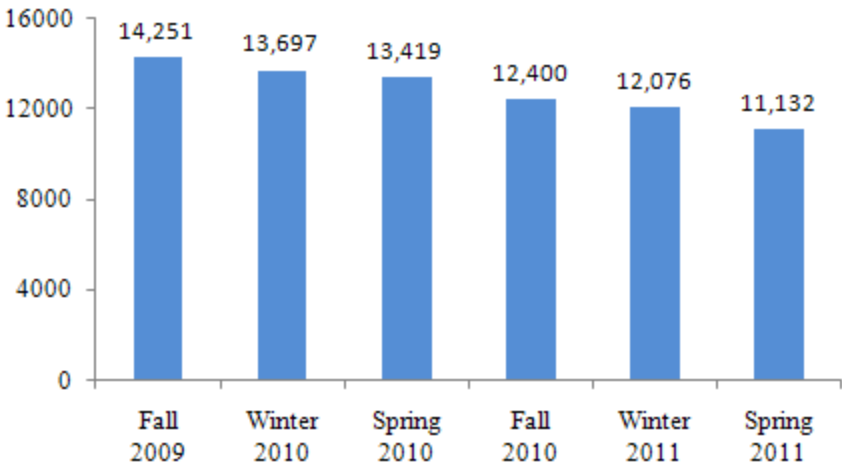
Continuing Education Student Ethnic Composition

The ethnic makeup of the Continuing Education student body has remained fairly constant overall between Fall 2009 and Spring 2011 (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 0.3%, Native American Eskimo 0.9%, Pacific Islander 0.2%, and Other 1.3%.

Figure II.19 Continuing Education Student Ethnic Composition
Fall 2009 to Spring 2011

	Asian/Black	Hispanic	Other	White
■ Fall 2009	4.4%	26.8%	15.3%	53.4%
■ Winter 2010	4.2%	26.9%	15.3%	53.6%
■ Spring 2010	4.5%	26.3%	16.4%	52.9%
■ Fall 2010	4.5%	26.7%	15.3%	53.6%
■ Winter 2011	4.3%	25.9%	15.5%	54.3%
■ Spring 2011	4.6%	26.3%	16.5%	52.6%
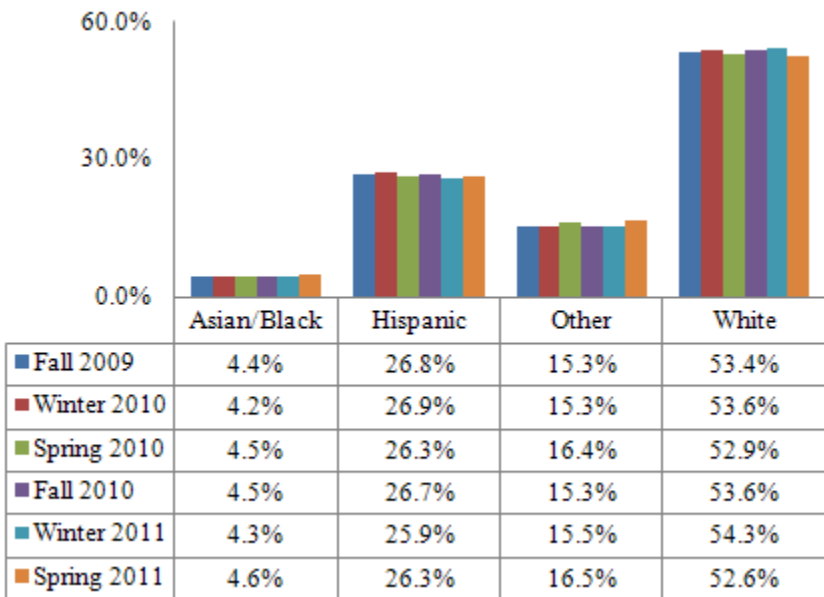
Continuing Education Gender Composition

Between Fall 2009 and Spring 2011, the ratio of female to male students in SBCC's Continuing Education programs increased slightly, from roughly 64% female and 36% male to 66% female and 34% male (see Figure II.20).

**Figure II.20 Continuing Education Student Gender Composition
Fall 2009 to Spring 2011**

Source: SBCC CE Student Information System

56
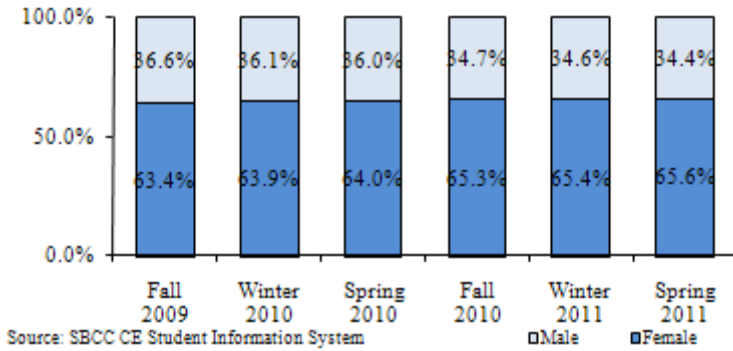
Continuing Education Age Composition

The age groupings of Continuing Education students remained fairly constant from Fall 2009 to Spring 2011. The largest category is the over-65 age group, followed by those between 45 and 54 years old (see Figure II.21).

**Figure II.21 Continuing Education Student Age Composition
Fall 2009 to Spring 2011**
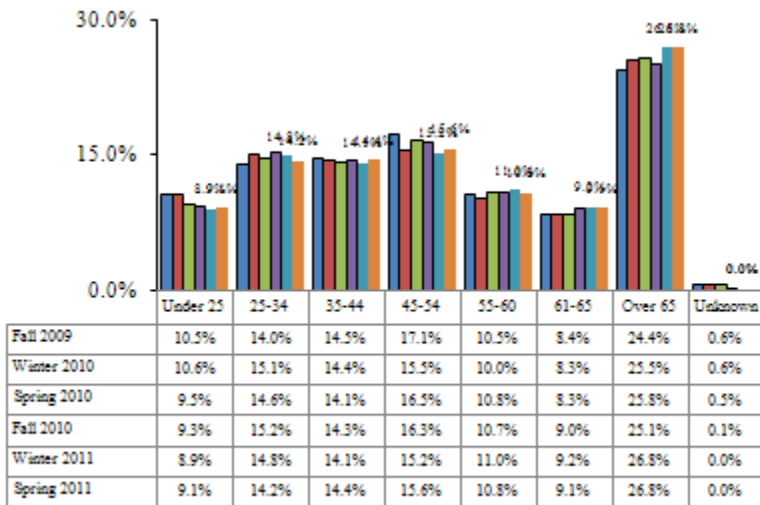
	Under 25	25-34	35-44	45-54	55-60	61-65	Over 65	Unknown
Fall 2009	10.5%	14.0%	14.5%	17.1%	10.5%	8.4%	24.4%	0.6%
Winter 2010	10.6%	15.1%	14.4%	15.5%	10.0%	8.3%	25.5%	0.6%
Spring 2010	9.5%	14.6%	14.1%	16.5%	10.8%	8.3%	25.8%	0.5%
Fall 2010	9.3%	15.2%	14.3%	16.3%	10.7%	9.0%	25.1%	0.1%
Winter 2011	8.9%	14.8%	14.1%	15.2%	11.0%	9.2%	26.8%	0.0%
Spring 2011	9.1%	14.2%	14.4%	15.6%	10.8%	9.1%	26.8%	0.0%

Source: SBCC CE Student Information System

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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.

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CHAPTER III: FACULTY, STAFF AND ADMINISTRATORS/MANAGERS

Regular Faculty, Staff and Administrators/Managers

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 or 2009-10. Regarding classified staff positions, a those that became vacant due to retirements or resignations were kept vacant for a period, due to the state fiscal crisis in 2008-09. However, by 2009-10, all classified vacancies have been filled, and several positions have been added. Regarding administrative and management positions, the college restructured its Continuing Education management positions, reducing the number of Deans from 2 to 1, and eliminating a Director position. In the Credit division, a Dean position that became vacant in August 2009 was not replaced; the workload has been effectively absorbed by the remaining Deans.

**Figure III.1 Permanent Faculty, Staff and Administrators/Managers
2005-06 to 2009-10**
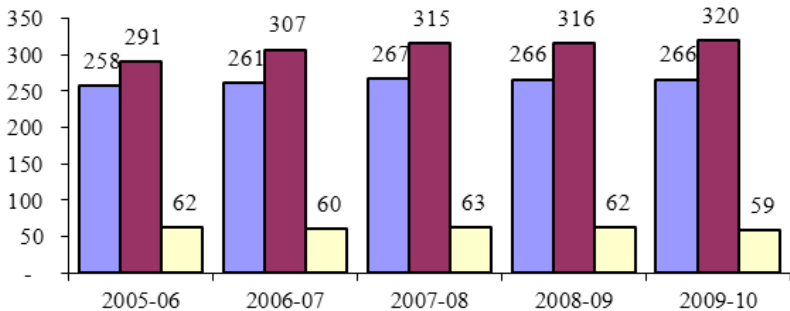
Source: Human Resources Information System   ■ FT Faculty ■ Classified Staff □ Admin/Mgrs

60

In 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 2006-07 to 2010-11

	2006-07	2007-08	2008-09	2009-10	2010-11
Faculty Hires	12	16	12	11	8
Replacements	9	11	9	11	8
New Positions	3	5	3	0	0
Staff Hires	53	38	33	26	23
Replacements	37	29	28	26	23
New Positions	16	9	5	0	0
Admin/Mgrs Hires	7	7	3	5	4
Replacements	5	5	2	5	4
New Positions	2	2	1	0	0

Source: Human Resources Information System

Gender Composition of Faculty and Staff

The proportion of women remained fairly stable over the past five years; ranging from 54% to 56% among faculty, from 61% to 63% among staff, and from 54% to 58% among administrators and managers (see Figure III.3).

Figure III.3 Percent Women among Permanent Faculty, Staff and Administrators/Managers 2005-06 to 2009-10

	2005-06	2006-07	2007-08	2008-09	2009-10
FT Faculty	56.0%	55.5%	54.3%	53.8%	54.5%
Classified Staff	61.0%	61.6%	63.0%	63.0%	62.5%
Admin/Mgrs	55.0%	58.3%	54.0%	56.5%	54.2%
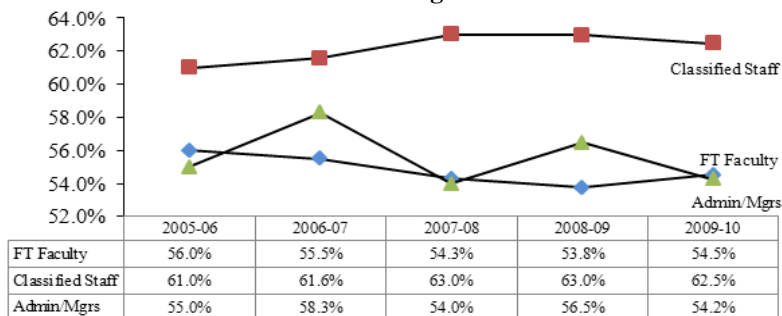
Source: Human Resources Information System

Ethnic Composition of Faculty and Staff

The percentage of minorities among regular classified staff increased from 39% to 41% over the last five years. An increase in minorities can also be seen among full-time faculty, from 17% to 21% during this same period. The proportion of minorities among administrators and managers increased from 16% to 22% between 2005-06 and 2009-10. The proportion of minorities among classified staff is about twice that of full-time faculty or administrators (see Figure III.4).

The college has made a concerted effort in the outreach and recruitment process for filling vacancies to increase the number of applications for qualified minorities and other underrepresented groups. The increase in the number of minorities has been steady. The college will continue its efforts in this important area.

**Figure III.4 Percent Minorities among Permanent Faculty,
Staff and Administrators/Managers 2005-06 to 2009-10**

	2005-06	2006-07	2007-08	2008-09	2009-10
FT Faculty	17.0%	18.4%	19.9%	20.3%	21.4%
Classified Staff	39.0%	39.1%	40.3%	40.2%	40.9%
Admin/Mgrs	16.0%	18.3%	23.8%	22.6%	22.0%
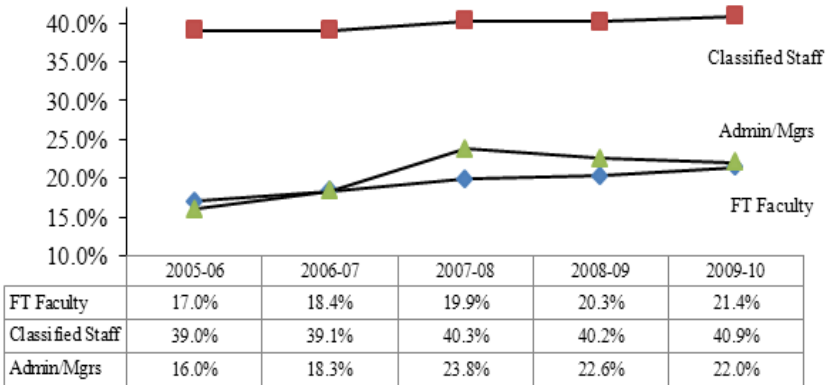
Source: Human Resources Information System

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, as shown in the table below.

Table III.5 New Hires and Minority New Hires 2006-07 to 2010-11

	2006-07	2007-08	2008-09	2009-10	2010-11
Faculty	12	16	12	11	8
Minority Faculty	3	4	7	2	1
Staff	53	38	33	26	23
Minority Staff	15	16	16	7	9
Management	7	7	3	5	4
Minority Management	2	3	1	2	1

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.

SRC enrollments were highest between 2005-06 and 2007-08, when a large number of training classes were offered during our transition to the Banner student information system, followed by a planned reduction in offerings once the transition was complete. The decrease in PDC enrollment from 2008-09 to 2009-10 reflects the significant reduction in community employee training programs as a result of sharply reduced training budgets of local area employers. The decrease in Online Training from 2008-09 to 2009-10 is due to a reduced number of subscriptions available for this service.

Table III.6 SBCC Employee Participation in SRC, PDC and Online Training

	2005-06	2006-07	2007-08	2008-09	2009-10
SRC	424	342	317	213	191
PDC	149	116	136	120	82
Online	430	398	243	264	43

Source: SBCC Student Information System & IT

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). 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 or 2009-10 (see Table III.7).

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

	% Growth Faculty	% Growth Staff	% Growth Managers	% Growth FTES
2005-06 to 2006-07	1.20%	5.50%	-3.23%	1.81%
2006-07 to 2007-08	2.30%	2.61%	5.00%	3.23%
2007-08 to 2008-09	-0.37%	0.32%	-1.59%	4.73%
2008-09 to 2009-10	0.00%	1.27%	-4.84%	1.55%

Source: Human Resources and SBCC Student Information System

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.

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 Cyber Center, 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 preceding 4 years but declined in the 2009-10 school year due to a decrease in funding of new equipment (see Table IV.1). With the dip in enrollment in the following year the ratio can back to the 2008-09 levels even though new computer purchases remained at an all time low.

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

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
# Computers	1,645	1,723	2,084	2,363	2,374	2379
Credit FTES	14,391	14,729	15,043	15,975	16,523	16,185
FTES/#Computers	8.7	8.5	7.2	6.8	7.0	6.8

Source: Information Technology & SBCC Student Information System

Ability to Renew and Replace Technology Equipment

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. Annual Program Review funding of new technology purchases

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 2011-12 whether to continue with the five-year replacement cycle or make further modifications to reduce overall replacement costs. 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

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Age of Computers (Years)	4.3	4.1	4.2	4.8	5	5
Age of Servers (Years)	4.8	4.5	4.1	5.1	5.4	5.6

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. Again because of budget shortfalls, refresh percentages declined in 2007-08 and continue forward representing the move to a 5 year replacement cycle. By 2010-11 year we are replacing about 1/5th of our inventory each year and this will continue until we modify the current five year schedule.

**Table IV.3 Annual Expenditures for Technology Replacement
as a Percentage of Technology Inventory**

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Replacement Expenditures ($M)	$1.26	$1.30	$0.70	$0.24	$0.40	$0.69
% of Inventory	26.1%	26.8%	18.6%	10.2%	17.0%	19.0%

Source: Information
Technology

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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 $550,000 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. This carry forward was enough to carry us through the 2009-10 year without any additional funding. We are anticipating at least two more years of constrained budgets, and have planned a five-year replacement cycle for both the 2009-10 and 2010-11 budget years.

Table IV.4 Technology Equipment Reserve Amounts

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Committed Replacements ($M)	$1.20	$1.20	$0.94	$0.60	$0.00	$0.00
Contingency ($M)	$2.70	$0.00	$0.48	$0.55	$0.83	$0.00

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 IV.5 Expenditures for New Technology Projects

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
New Technology Projects ($ K)	$234	$18	$0	$0	$0	$20
Banner Project ($ K)	$1,704	$2,174	$1,169	$149	$274	$0

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 five 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

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
# Computers	1,135	1,167	1,211	1,211	1,371	1,394
# ICLCs	12	12	12	12	12	12
Ratio	94.6	97.3	100.9	100.9	114.3	116.2

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

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
# Users	1,556	1,623	2,233	2,363	2,374	2,382
# FTE	6.0	6.0	6.0	6.0	6.0	6.0
Ratio Users/FTE	259	271	372	394	396	397

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
# Physical Servers	44	52	95	95	93	62
# Virtual Servers	0	0	0	10	87	115
# Total Servers	44	52	95	105	180	177
# FTE	6.0	6.0	6.0	6.0	6.0	6.0
Ratio Servers/FTE	7.3	8.7	15.8	17.5	30.0	30.0

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 were 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 circuit went live in March of 2009 and helped to eliminate times when we were hitting 100% of available inbound bandwidth. The following table compares bandwidth usage before and after the upgrade to the gigabit Internet circuit.

Table IV.8a Percent Utilization of Internet Bandwidth Capacity

	Pre Gig Install (Pre March 2009)	Post Gig Install (March 09-Present)
Daily Avg. Utilization	31.73%	15.20%
Avg. Daily Low	1.80%	1.30%
Avg. Daily High	79.20%	75.00%

Source: Information Technology

Table IV.8b Percent Utilization of Internet Bandwidth Capacity Weekly

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
% Inbound	35.6%	47.4%	84.0%	87.6%	6.0%	15.0%
% Outbound	11.7%	13.3%	33.0%	36.3%	1.8%	8.6%

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

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
# Permanent Employees (hourly faculty and staff not included)	611	628	660	644	645	640
# Support FTE	8	8	8	8	8	8
Ratio	76	79	83	81	81	80

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. In 2009 the college began off site monitoring of all enterprise services and can now report on availability both on and off campus.

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

Service	2009-10 % Uptime	2010-11 % Uptime
Primary Web Server	99.9%	99.8%
Xythos	99.7%	99.5%
Moodle	99.8%	99.6%
Pipeline	99.9%	99.9%
CE Web Site	99.8%	99.9%

Source: Information Technology

Availability of Student Services Online

Students have had the ability to apply online since Fall 2000. With the campus-wide 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, began 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 Wi-Fi 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

- 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.

In the 2009-10 year the college increased the number of online courses using Moodle and more than doubled the number of wireless access points installed on campus. In addition wireless access points were installed at the Wake Center and at our Cosmetology Program located in the Magnolia shopping center.

In 2010-11 the number of wireless access points doubled on the main campus, providing enhanced Wifi connectivity across all campus areas.

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 slightly in 2007-08, 2008-09 and 2010-11. The overall space available in 2010-11 was 760,365 square feet, of which 499,634 or 66% was dedicated to instruction (see Figure V.1).

**Figure V.1 SBCC Building Space - Square Footage
2006-07 to 2010-11**

Source: Facilities & Operations
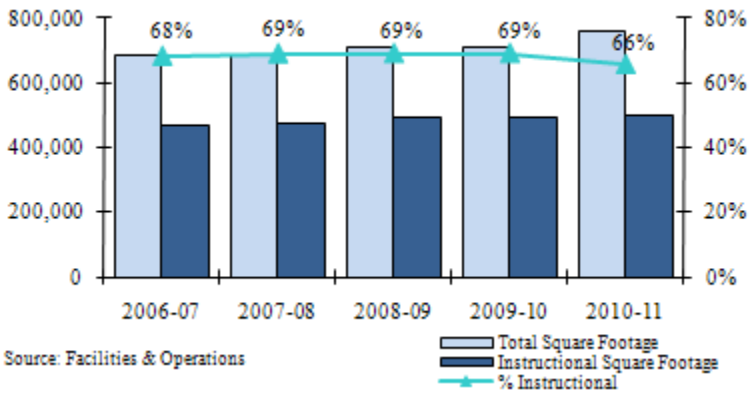
Energy Utilization/Square Foot

The cost of electricity increased in 2006, and decreased again slightly each year thereafter. The cost of natural gas fluctuated, reaching its highest point in 2007. The cost of water reached its highest point in 2007 and 2008, and decreased in 2009 and 2010 (see Table V.2).

**Table V.2 Cost of Electricity, Gas and Water per Square Foot 2006 to 2010**

Calendar Yr	$Electricity/Sq. Foot	$Gas/Sq. Foot	$Water/Sq. Foot
2006	$1.64	$0.22	$0.22
2007	$1.61	$0.28	$0.29
2008	$1.54	$0.21	$0.29
2009	$1.40	$0.22	$0.24
2010	$1.35	$0.20	$0.21
Source: Facilities & Operations			

Annual Expenditures for Maintenance and Upkeep of Facilities

The annual expenditures for the maintenance and upkeep of facilities increased by 18.5% between 2006-07 and 2010-11. 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 2006-07 to 2010-11**
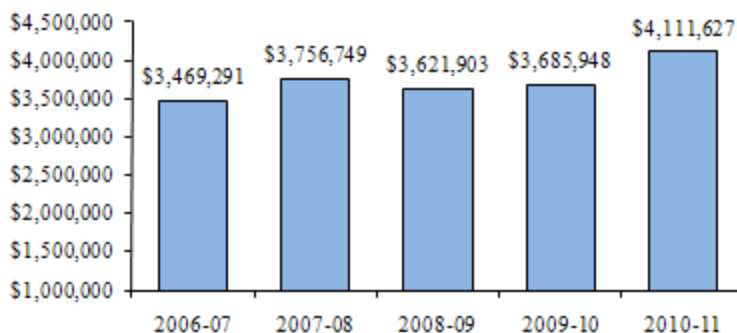
Source: Facilities & Operations

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 California Department of Education (CDE). However, data for 2009-10 are not yet available for CA K-12.

Figure VI.1 Average State Funding per FTES 2007-08 to 2009-10
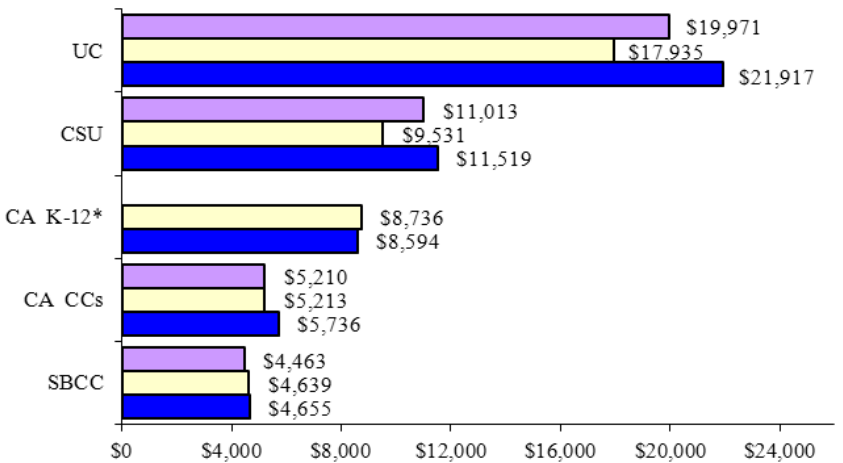

Source: SBCC Accounting Office, CCCCO

*CA K-12 data not yet available for 2009-10

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State General Apportionment as a Percentage of Total Revenues

This percentage increased to its highest point (49%) in 2007-08, and declined again over the next two years (see Figure VI.2).

Figure VI.2 State General Apportionment as a Percentage of
Total Revenues (Unrestricted and Restricted)
2006-07 to 2010-11

Source: SBCC Accounting Office   ■ % of Total Revenues
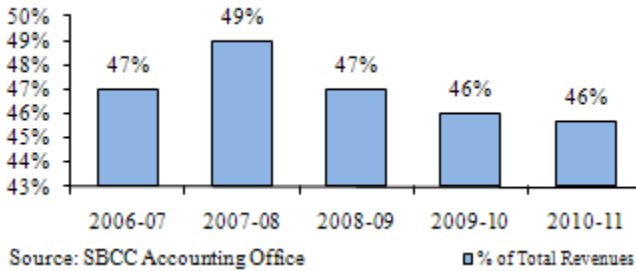
Restricted Revenues as a Percentage of Total Revenues (Unrestricted and Restricted)

Restricted revenues represented 14% of the total revenues in 2010-11, similar to 13% and 14% in the previous two years. However, a decrease from 16% in 2007-08 was a direct result of the significant reduction in funding for categorical programs that started in 2008-09.

Salaries and Fringe Benefits

Fringe benefits (excluding STRS and PERS) represent 16% of salaries, and STRS and PERS constitute an additional 7% of salaries. Total salaries and benefits represented 84.4% of total expenditures from restricted and unrestricted funds in 2010-11; down from 86.6% in 2008-09 and 2009-10, which is the highest level of the period (see Figure VI.3). Because a high proportion of the expenditures is for salaries and benefits, discretionary unrestricted general funds that the College can spend on new initiatives or to enhance support of existing projects and programs are limited.

**Figure VI.3 Salaries & Benefits as a Percentage of
Total Restricted and Unrestricted Expenditures
2006-07 to 2010-11**

Source: SBCC Accounting Office   □% of Total Expenditures
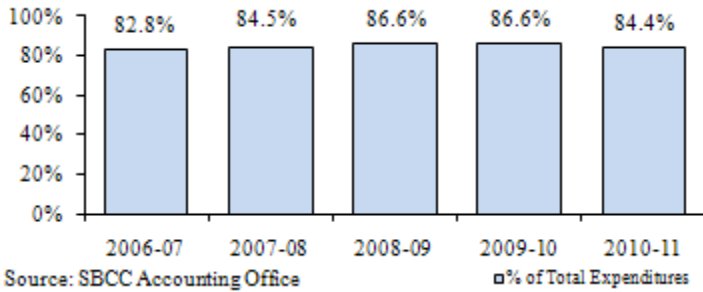
Instructional salaries and benefits represented between 53.8% and 55.5% of total expenditures from unrestricted funds across the period (see Figure VI.4). The College is in compliance with Education Code Section 84362 (i.e., the 50% Law).

**Figure VI.4 Instructional Salaries & Benefits as a Percentage of
Total Unrestricted Expenditures
2006-07 to 2010-11**

Source: SBCC Accounting Office   □% of Unrestricted Expenditures
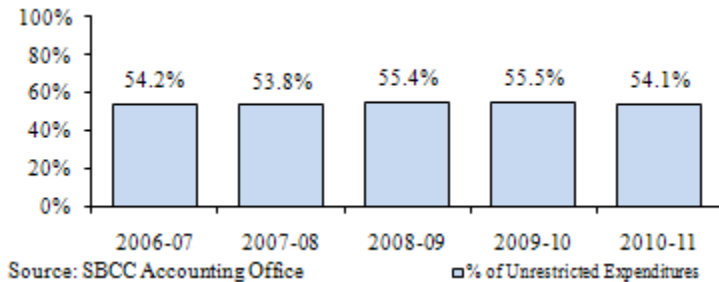
Unrestricted General Fund: Salaries and Benefits

The College's expenditures for unrestricted salaries and benefits grew by almost $18 million from 2004-05 to 2007-08, and decreased by almost $2M in 2009-10 compared to 2008-09. The decline was due to a combination of factors: a number of vacancies in management and administrative positions were not filled, the rates for hourly pay of short-term staff and students workers were restructured and brought to levels consistent with peer community colleges and similar pay, other vacancies were filled after keeping the positions open for longer periods, where possible. 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.
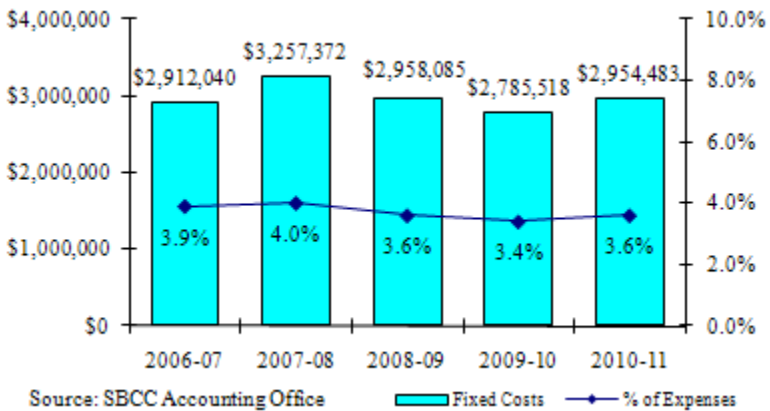
Figure VI.5 Unrestricted Salaries & Benefits as a Percentage of Unrestricted General Fund Expenses
2006-07 to 2010-11

Source: SBCC Accounting Office   ▭ Salaries & Benefits   ◆ % of Expenses
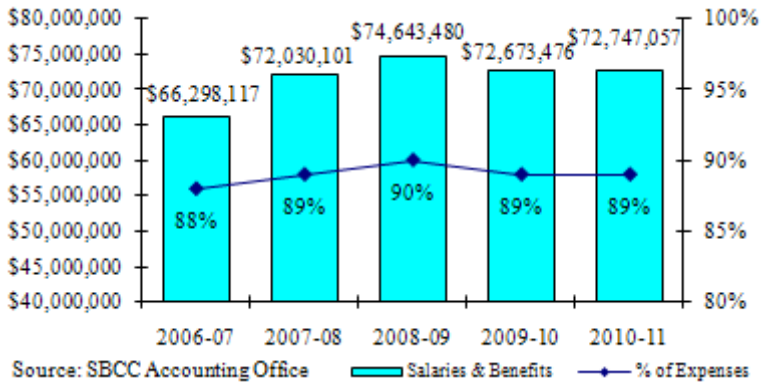
Unrestricted General Fund: Fixed Costs

The College's expenditures for fixed costs have increased by over $42,000 in the past five years, which represents a 1.52% increase. Fixed costs are those expenses that the College must pay and there is little flexibility or control over the amounts. These include utilities, insurance, and audit and banking fees. When examining fixed costs as a percentage of the unrestricted general fund, this percentage has remained between 3.4% and 4% across the period (see Figure VI.6). The drop in recent years is due to efforts to slow down expenditures in 2008-09 and 2009-10 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
Unrestricted General Fund Expenses
2006-07 to 2010-11**

Source: SBCC Accounting Office — Fixed Costs — % of Expenses

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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 grew by over $15M from 2005-06 to 2008-09, and decreased by over $2M in 2009-10 (see Figures VI.7 & VI.8).

**Figure VI.7 Salaries, Benefits & Fixed Costs as a
Percentage of Unrestricted General Fund Revenues
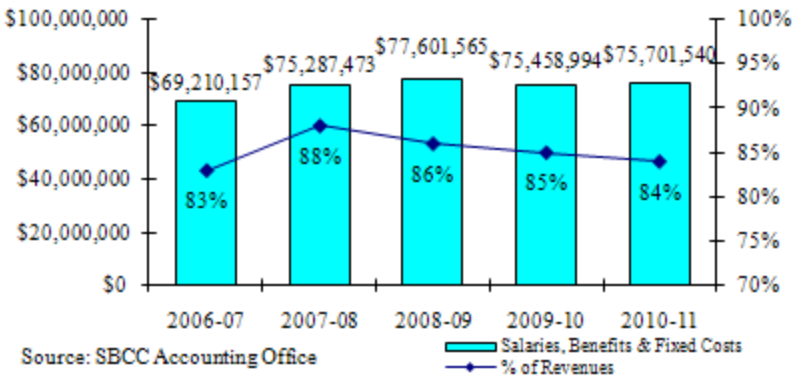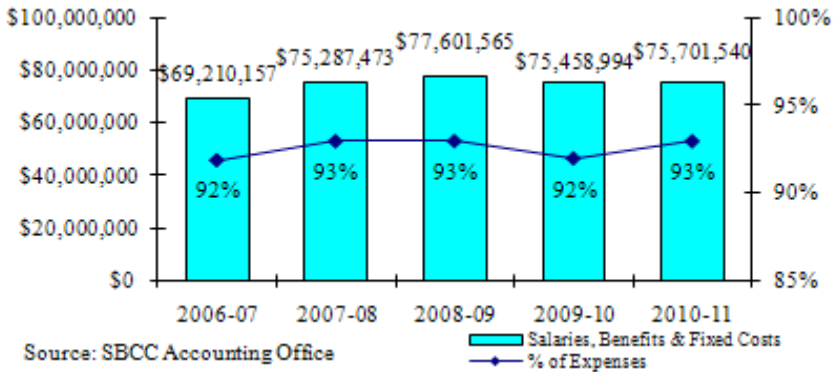2006-07 to 2010-11**

Source: SBCC Accounting Office

**Figure VI.8 Salaries, Benefits & Fixed Costs as a
Percentage of Unrestricted General Fund Expenses
2006-07 to 2010-11**

Source: SBCC Accounting Office

*State Cost of Living Adjustment (COLA) versus Consumer Price
Index (CPI) Increases*

The percentage increase in the annual CPI for all products for the Southern
California region exceeded the state COLA in three of the four years between
2007-08 and 2010-11 (see Table VI.9).

Table VI.9 COLA and CPI 2007-08 to 2010-11

|	2007-08	2008-09	2009-10	2010-11	4-Year Average
COLA	4.53%	0.00%	0.00%	0.00%	1.13%
CPI	5.38%	-2.22%	0.88%	2.86%	1.72%

Source: SBCC Accounting Office

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Capital Outlay Expenditures

Capital expenditures are for items that are not consumed or used up like a supply, but rather have a useful life that lasts for more than two years. Capital outlay will include equipment, land, buildings, ground improvements, and building construction, remodeling or additions.

The capital outlay expenditures as a percentage of total revenues (including general, equipment and construction funds) fluctuated only slightly between 11% and 12% in 2006-07, 2007-08 and 2009-10, but dropped to 6% in 2008-09 and 4% in 2010-11 (see Figure VI.10). These drops are due to the decision to reduce expenditures in 2008-09, and again in 2010-11, 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.

Figure VI.10 Capital Outlay Expenditures as a Percentage of Total Revenues (Restricted and Unrestricted Funds) 2006-07 to 2010-11

Source: SBCC Accounting Office   ■ % of Total Revenues
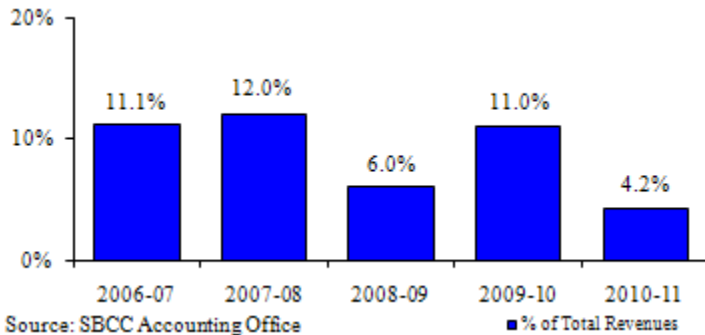
General Fund Balance as a Percentage of Total Unrestricted General Fund Expenses

Total general fund balances as a percentage of total unrestricted general fund expenses decreased from 36% in 2006-07 to 28% in 2007-08, and increased again to 44% in 2010-11.   Figure VI.10 shows the fund balances as a percentage of unrestricted general fund expenditures and Table VI.11 shows actual fund balances.

**Figure VI.10 Total Fund Balances as a Percentage of
Unrestricted General Fund Expenditures Excluding Transfers
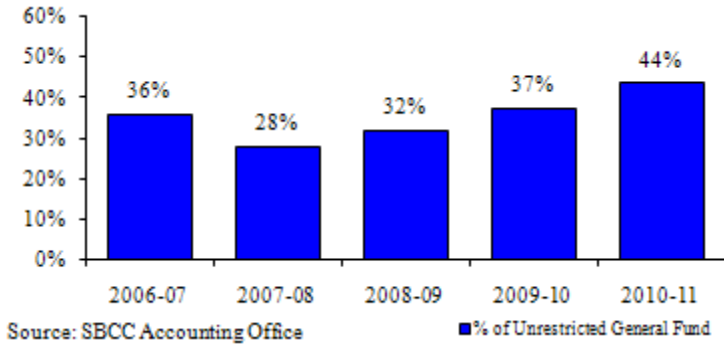2006-07 to 2010-11**

Source: SBCC Accounting Office   ■ % of Unrestricted General Fund

**Table VI.11 Fund Balance (in Thousands)
2006-07 to 2010-11**

	2006-07	2007-08	2008-09	2009-10	2010-11
General	10,717	11,209	16,483	22,886	22,464
Equipment	5,020	4,307	4,192	2,675	5,699
Construction	11,153	7,085	6,240	4,883	7,431
Total	26,890	22,601	26,915	30,444	35,594
% of Expenses	36%	28%	32%	37%	44%

Source: SBCC Accounting Office

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. Special gifts or campaigns include $1.277M raised by the SoMA (School of Media Arts) Capital Campaign in 2007-08 and a $2.45M estate gift in 2008-09. The decrease in donations received in 2009-10 reflects the downturn in the economy (see Figure VI.13).

Figure VI.13 Foundation Annual Funds Raised (In Thousands) 2006-07 to 2010-11

Source: Foundation for SBCC   ■ Ongoing Fundraising   ■ Special Gifts or Campaigns
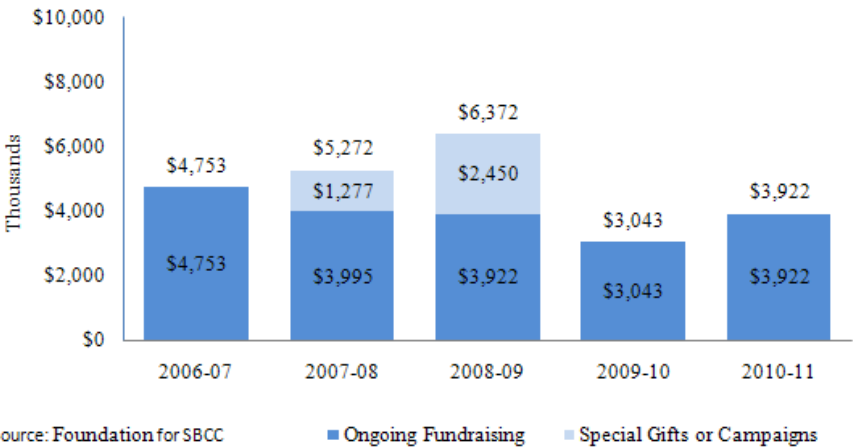
Key Areas of Institutional Effectiveness in the Area of Fiscal Support

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 112 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 and 2009-10, 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 and 2009-10, 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.

2010-2011 Institutional Effectiveness Annual Report

**From the Office of Acting Superintendent/President
Dr. Jack Friedlander**

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