

Santa Barbara City College

Committed to the Success of Each Student

Institutional Effectiveness Annual Report 2007-08



March 2009

Institutional Effectiveness

Annual Report

2007-2008

Office of the Superintendent/President
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March 2009

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FROM THE SUPERINTENDENT/PRESIDENT

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

This document contains SBCC's comprehensive assessment of institutional effectiveness. This ongoing evaluation reflects the commitment of many individuals within the College to examine our institutional strengths and identify areas for improvement. Such an assessment of the College's effectiveness is reported annually to the Board of Trustees and the College community. In addition, the report reflects the assessment measures reviewed and identified in the 2008-2011 College Plan.

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

Recognition should go to the following for their efforts in completing this project: Dr. Darla Cooper and Melanie Rogers from the Office of Institutional Assessment, Research and Planning for the data collection, analysis and report preparation; Vice Presidents Dr. Jack Friedlander, Dr. Paul Bishop, Sue Ehrlich, and Joe Sullivan, and staff from various departments for their input into and support of the project.

The primary purposes of the Institutional Effectiveness Report are to guide the improvement of SBCC's instructional and student services programs, and to support the development of initiatives designed to promote student success. The results from this evaluation assist us in achieving these fundamental purposes.

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

CHAPTER I STUDENT LEARNING, ACHIEVEMENT AND DEVELOPMENT

Accountability Reporting

In response to AB 1417 (2004, Pacheco), *Performance Framework for the Community Colleges*, the California Community Colleges Chancellor's Office (CCCCO) developed a framework of accountability formally known as Accountability Reporting for the Community Colleges (ARCC). Tracking the success of students in meeting their educational goals is the primary focus of this assessment effort. The first ARCC report was released by the Chancellor's Office in March 2007, and the results for SBCC students compared to the statewide average and our peer groups on each of the performance measures in 2007 and 2008 are summarized below (see Tables I.1 & I.2). In 2008, SBCC performed above the peer group average on all seven measures, which marks an improvement over the college's performance in 2007 where SBCC was above the peer group average in only four of the six measures. SBCC students performed at higher levels than students statewide on all measures in both years and improved their performance on five of six measures from 2007 to 2008. Also of note is that SBCC was at the top of its peer group in 2007 for the measure "Improvement Rate for Credit Basic Skills Courses." Peer groupings are based on factors that were found to predict each individual measure. Colleges that have similar profiles related to these factors are grouped together to form the peer groups for each measure.

**Table I.1 SBCC vs. Peer Group and Statewide Performance
on ARCC Measures in 2008**

ARCC Measure	SBCC	Peer Group			Statewide
		Avg	High	Low	
Student Progress and Achievement (i.e., degree, certificate, transfer)	59.4%	53.4%	64.3%	42.3%	51.2%
Percent of Students Who Earned at Least 30 Units	71.4%	70.9%	77.6%	66.8%	70.3%
Persistence Rate (Fall to Fall)	71.4%	68.9%	76.1%	61.6%	68.3%
Annual Successful Course Completion Rate for Credit Vocational Courses	78.6%	74.9%	85.5%	66.4%	78.2%
Annual Successful Course Completion Rate for Credit Basic Skills Courses	62.5%	57.2%	66.1%	49.4%	60.5%
Improvement Rate for Credit Basic Skills Courses	56.6%	47.1%	58.7%	31.5%	50.0%
Improvement Rate for Credit ESL Courses	56.9%	39.3%	67.3%	14.4%	44.7%

Source: ARCC Report 2008

**Table I.2 SBCC vs. Peer Group and Statewide Performance
on ARCC Measures in 2007**

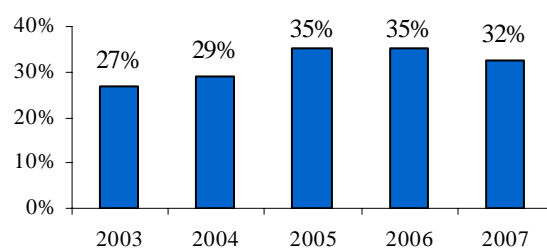
ARCC Measure	SBCC	Peer Group			Statewide
		Avg	High	Low	
Student Progress and Achievement (i.e., degree, certificate, transfer)	57.4%	58.1%	66.3%	50.3%	51.1%
Percent of Students Who Earned at Least 30 Units	69.7%	69.3%	78.6%	55.6%	68.9%
Persistence Rate (Fall to Fall)	68.5%	66.6%	78.9%	52.1%	65.8%
Annual Successful Course Completion Rate for Credit Vocational Courses	76.8%	74.6%	85.6%	66.7%	76.4%
Annual Successful Course Completion Rate for Credit Basic Skills Courses	61.8%	62.2%	73.0%	51.3%	60.3%
Improvement Rate for Credit Basic Skills Courses	57.1%	50.9%	57.1%	39.6%	49.8%
Improvement Rate for Credit ESL Courses	Data not collected in 2007				

Source: ARCC Report 2007

Preparation of Applicants

From 2003 to 2004 there was a slight increase in the percentage of applicants who took an assessment test and were eligible for college-level writing, from 27% to 29% (English 110: English Composition). In 2005 and 2006, the percentage increased to 35%, but dropped slightly to 32% in 2007 (see Figure I.3).

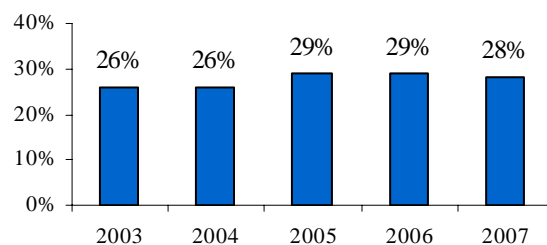
Figure I.3 Percentage of Applicants Eligible for College-level English Writing Summer/Fall 2003 - Summer/Fall 2007



Source: Assessment Office

The percentage of applicants eligible for college-level reading remained at 26% from 2003 through 2004, increased to 29% in 2005 and 2006, and dropped slightly to 28% in 2007 (see Figure I.4).

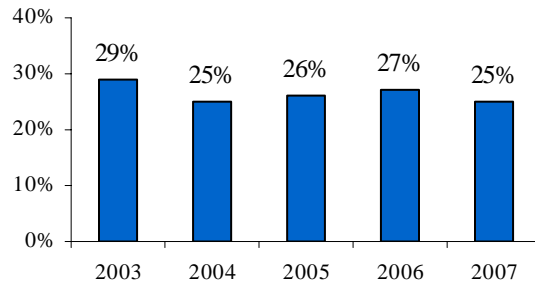
Figure I.4 Percentage of Applicants Eligible for College-level English Reading Summer/Fall 2003 - Summer/Fall 2007



Source: Assessment Office

The percentage of applicants eligible for college-level Math decreased to 25% in 2004, then rose slightly to 26% in 2005 and 27% in 2006, and returned to 25% in 2007 (see Figure I.5).

**Figure I.5 Percentage of Applicants Eligible for College-level Math
Summer/Fall 2003 - Summer/Fall 2007**

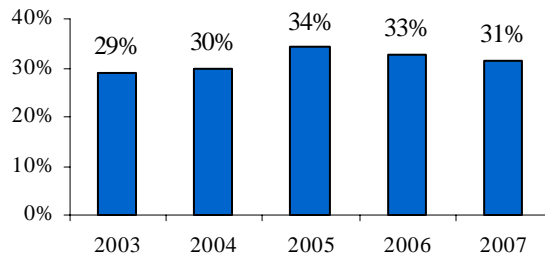


Source: Assessment Office

Preparation of Enrolled Students

From 2003 to 2004 there was a very small increase in the percentage of students who took an assessment test in a given summer/fall, and continued as census enrolled students in the same fall semester (excluding K-12 dual enrolled students) and were eligible for college-level writing. After a low of 29% in 2003, the percentage increased to 30% in 2004 and 34% in 2005, then dropped slightly to 33% in 2006 and 31% in 2007 (see Figure I.6). When compared to the total population of applicants who took the writing assessment test, very little difference is seen, with slightly higher percentages of enrolled students placing into college level writing in the first two years, and slightly lower percentages in the last three years.

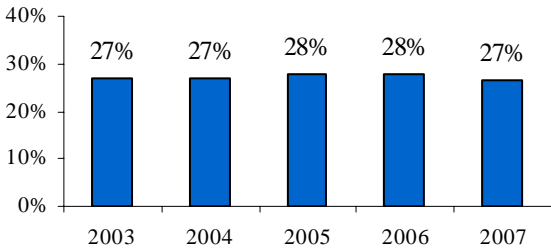
**Figure I.6 Percentage of Census Enrolled Students Eligible for College-level Writing
Summer/Fall 2003 - Summer/Fall 2007**



Source: Assessment Office

The percentage of students who took an assessment test, were enrolled as of census in the fall semester (excluding K-12 dual enrolled students) and were eligible for college-level reading remained at 27% for 2003 and 2004, increased slightly to 28% in 2005 and 2006, and returned to 27% in 2007 (see Figure I.7). When compared to the total population of applicants who took the reading assessment test, very little difference is seen, with slightly higher percentages of enrolled students placing into college level reading in the first two years, and slightly lower percentages in the last three years.

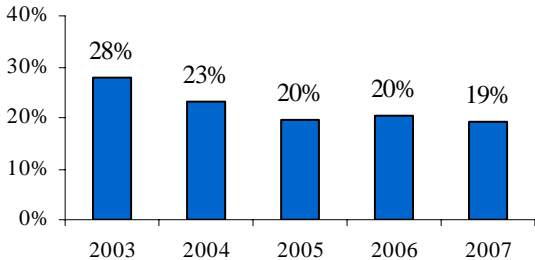
Figure I.7 Percentage of Census Enrolled Students Eligible for College-level Reading Summer/Fall 2003 - Summer/Fall 2007



Source: Assessment Office

The percentage of students who took an assessment test, were enrolled as of census in the fall semester (excluding K-12 dual enrolled students) and were eligible for college-level Math decreased to 23% in 2004, 20% in 2005 and 2006, and 19% in 2007, after a high of 28% in 2003 (see Figure I.8). This decline is an indication that students are entering the College less prepared for math in recent years. When compared to the total population of applicants who took the math assessment test, very little difference is seen, with slightly lower percentages of enrolled students placing into college level math in most years.

Figure I.8 Percentage of Census Enrolled Students Eligible for College-level Math Summer/Fall 2003 - Summer/Fall 2007



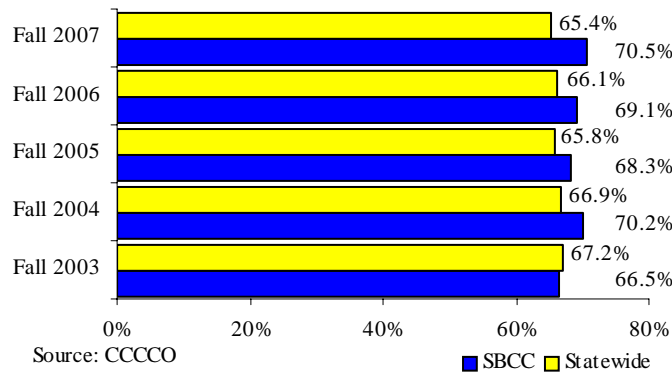
Source: Assessment Office

Successful Course Completion Rates

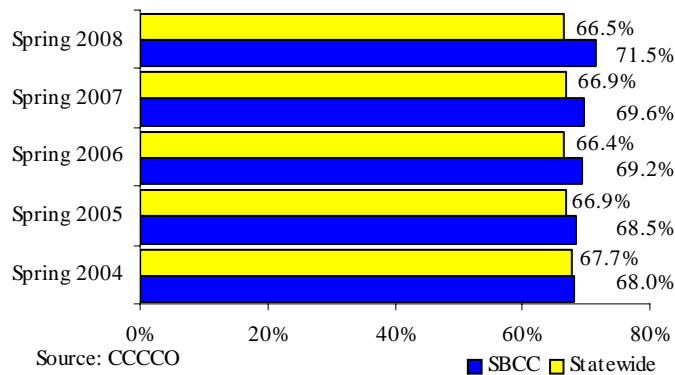
a. College-wide Successful Course Completion Rates

The percentage of successful grades (A, B, C or CR) across fall semesters has fluctuated over the past five years reaching a high of 70.5% in Fall 2007. However, the percentage of successful grades has increased steadily in the spring semesters, also reaching a high in Spring 2008 of 71.5%. SBCC maintained higher successful course completion rates than the statewide average in all semesters except for Fall 2003, and this difference has grown over time (see Figures I.9 & I.10).

**Figure I.9 Overall Successful Course Completion Rates
Fall 2003 - Fall 2007**



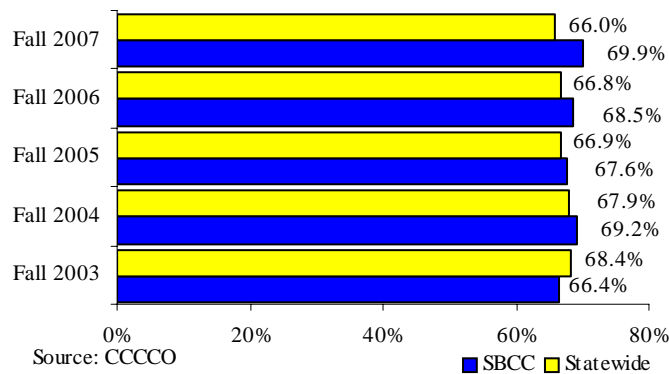
**Figure I.10 Overall Successful Course Completion Rates
Spring 2004 - Spring 2008**



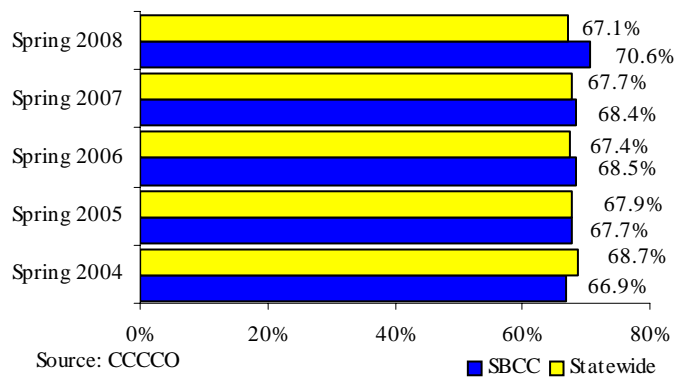
b. Successful Completion Rates in Transfer Courses

Successful completion rates in transfer courses fluctuate from year to year in both fall and spring semesters, ranging from a low of 66.4% in Fall 2003 to a high of 70.6% in Spring 2008. Successful completion rates in transfer courses were slightly higher for SBCC than the statewide average in Fall 2004, 2005, 2006, 2007 and Spring 2006, 2007 and 2008. 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.11 & I.12).

**Figure I.11 Successful Completion Rates in Transfer Courses
Fall 2003 - Fall 2007**



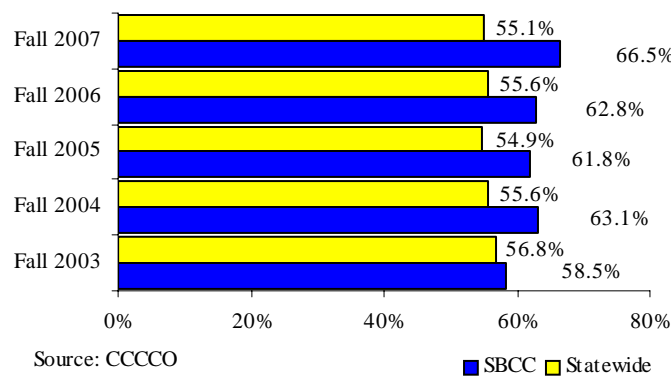
**Figure I.12 Successful Completion Rates in Transfer Courses
Spring 2004 - Spring 2008**



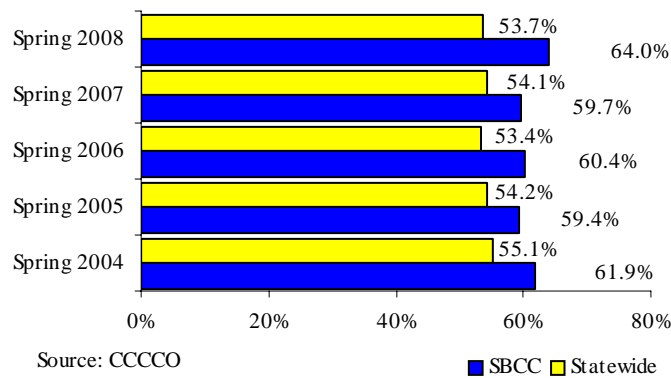
c. Successful Completion Rates in Basic Skills Courses

The successful completion rate in all basic skills courses has increased from 58.5% in Fall 2003 to 66.5% in Fall 2007. The basic skills completion rates fluctuated more across spring semesters, but show a general improvement from 61.9% in Spring 2004 to 64.0% in Spring 2008. Successful completion rates in basic skills courses were higher for SBCC than the statewide average in every semester (see Figures I.13 & I.14).

**Figure I.13 Successful Completion Rates in Basic Skills Courses
Fall 2003 - Fall 2007**



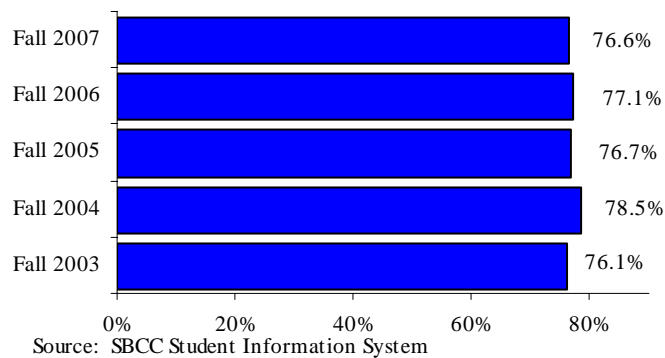
**Figure I.14 Successful Completion Rates in Basic Skills Courses
Spring 2004 - Spring 2008**



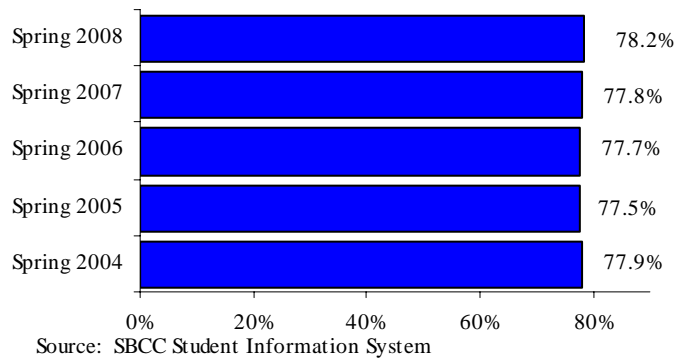
d. Successful Completion Rates in Career Technical Courses

The successful completion rate in all career technical courses has remained fairly stable across fall terms, ranging from a low of 76.1% in Fall 2003 to a high of 78.5% in Fall 2004. The completion rate fluctuated even less across spring semesters, ranging from a low of 77.5% in Spring 2005 to a high 78.2% in Spring 2008 (see Figures I.15 & I.16). Statewide figures are not available at this time for comparison.

**Figure I.15 Successful Completion Rates in Career Technical Courses
Fall 2003 - Fall 2007**



**Figure I.16 Successful Completion Rates in Career Technical Courses
Spring 2004 - Spring 2008**



e. Successful Completion Rates in Alternative Instruction vs. Traditional Courses

The College has made a commitment to providing instruction in alternative delivery modes to meet the educational needs of students. Accelerated courses, which include courses that meet for less than 16 weeks granting three or more units, continue to have a high rate of successful completion, although they were exceeded by the rates of other types of courses, such as Weekend and Work Experience/Independent Study courses. While online courses, including all fully-online and hybrid courses, continue to have lower levels of successful course completion when compared to other methods, they have been improving in recent years, reaching a high of 61.4% in 2007-08 (see Table I.17). Traditional courses include all courses that meet on weekdays for at least 16 weeks, and are not online or work experience/independent study.

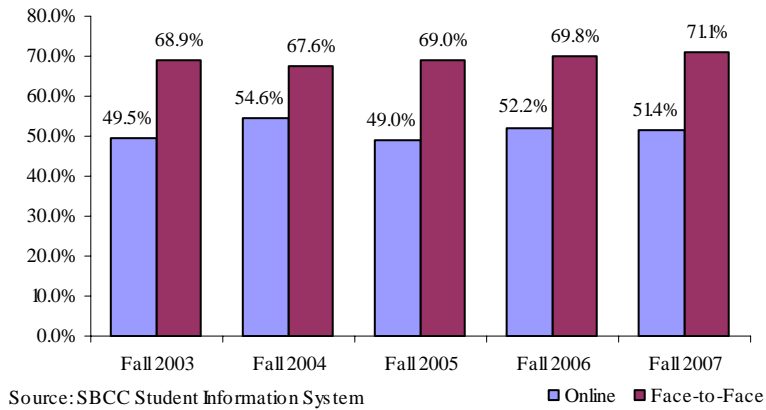
Table I.17 Annual Successful Completion Rates in Alternative Instruction vs. Traditional Courses

Year	Online	Work Exp/ Ind Study	Accelerated	Weekend	Traditional
2003-04	57.7%	76.5%	73.3%	76.4%	68.5%
2004-05	59.5%	80.4%	75.9%	79.6%	69.4%
2005-06	55.2%	80.4%	73.7%	81.7%	69.5%
2006-07	57.8%	81.0%	72.4%	77.8%	70.5%
2007-08	61.4%	81.3%	75.5%	77.9%	70.5%

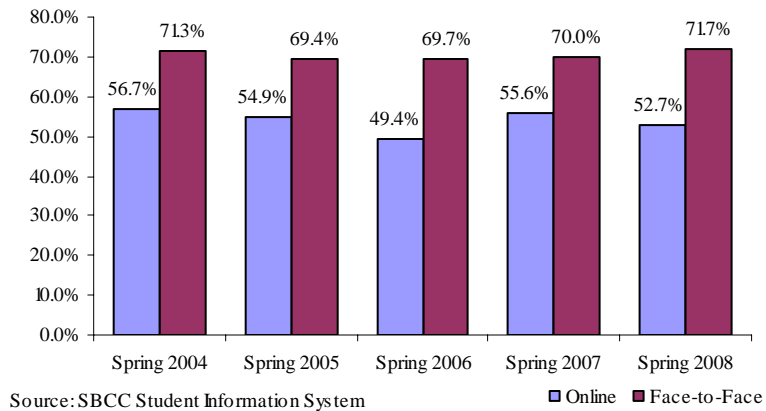
Source: SBCC Student Information System

In order to provide a more comparable view of success in the online courses, success rates were calculated for those fully online courses where the same course was also offered in the traditional face-to-face format. The success rates in this subset of online courses are then compared with the success rates in the comparable face-to-face classes. Success rates in fully online courses are consistently lower than in comparable courses offered face-to-face, with the difference ranging from 13% in Fall 2004 to 20.3% in Spring 2006 (see Figures I.18 & I.19).

**Figure I.18 Successful Completion Rates in Online vs. Face-to-Face Courses
Fall 2003 - Fall 2007**



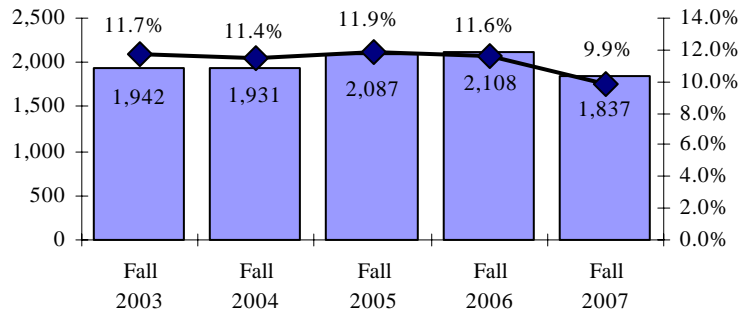
**Figure I.19 Successful Completion Rates in Online vs. Face-to-Face Courses
Spring 2004 - Spring 2008**



Students on Academic or Progress Probation or Disqualification and Their Transition to Good Standing

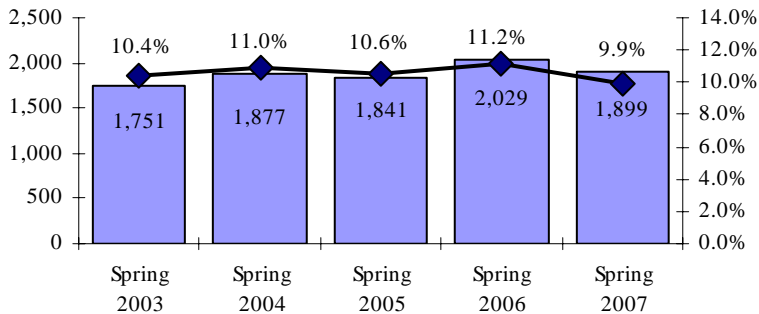
Excluding students reinstated after the end of the term, the percentage of all students who ended the term on academic or progress probation or disqualification remained fairly stable over the period, ranging from 11% in Fall 2003 to 12% in Fall 2006, and dropping to 9.9% in Fall 2007 (see Figure I.20). The percentage of students who ended spring semesters in such statuses also decreased to 9.9% in Spring 2007 (see Figure I.21).

Figure I.20 Students on Academic or Progress Probation or Disqualification - Total and Percentage of Overall Headcount Fall 2003 - Fall 2007



Source: SBCC Student Information System

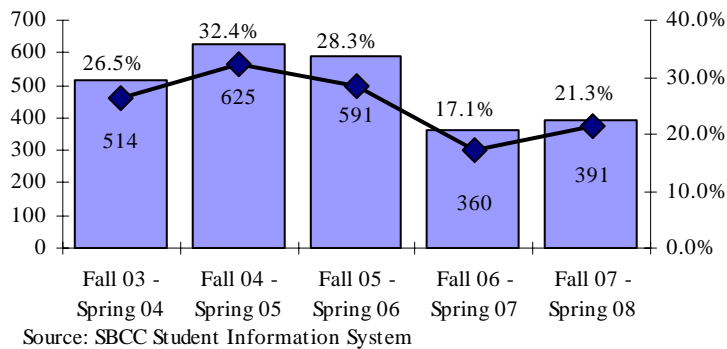
Figure I.21 Students on Academic or Progress Probation or Disqualification - Total and Percentage of Overall Headcount Spring 2003 - Spring 2007



Source: SBCC Student Information System

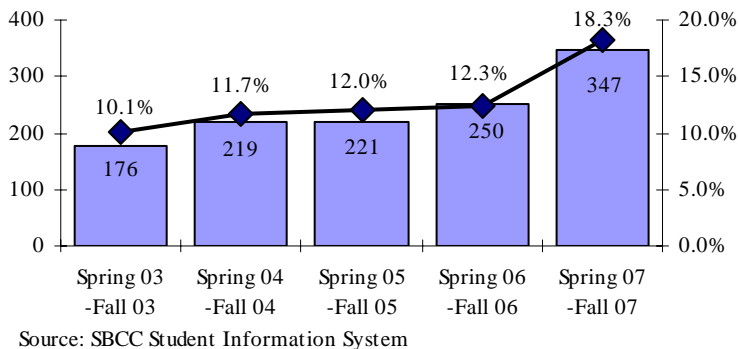
Of the 1,837 students on academic or progress probation or disqualification at the end of Fall 2007 who enrolled in Spring 2008, 391 (21.3%) transitioned to good standing at the end of Spring 2008, which represents an improvement over the 17.1% from Fall 2006 to Spring 2007 (see Figure I.22).

**Figure I.22 Fall Students on Academic or Progress Probation or Disqualification Transitioning to Good Standing by the Following Spring Semester
Fall 2003 - Fall 2007**



For students who were on academic or progress probation or disqualification at the end of Spring 2007 who enrolled in Fall 2007, 18.3% (347) transitioned to good standing in Fall 2007, a 6% increase over the previous year (see Figure I.23). These data will continue to be monitored in future years to help determine whether the Spring to Fall 2007 figure is the beginning of a potential trend.

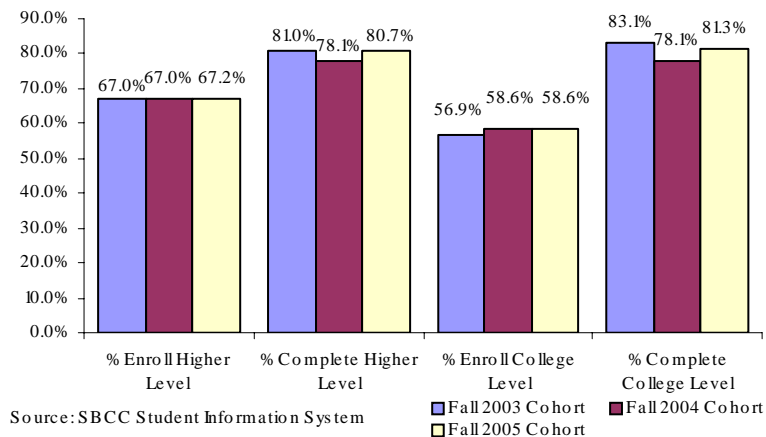
**Figure I.23 Spring Students on Academic or Progress Probation or Disqualification Transitioning to Good Standing by the Following Fall Semester
Spring 2003 - Spring 2007**



Progression through and Completion of the Basic Skills Course Sequence (English, Math and ESL)

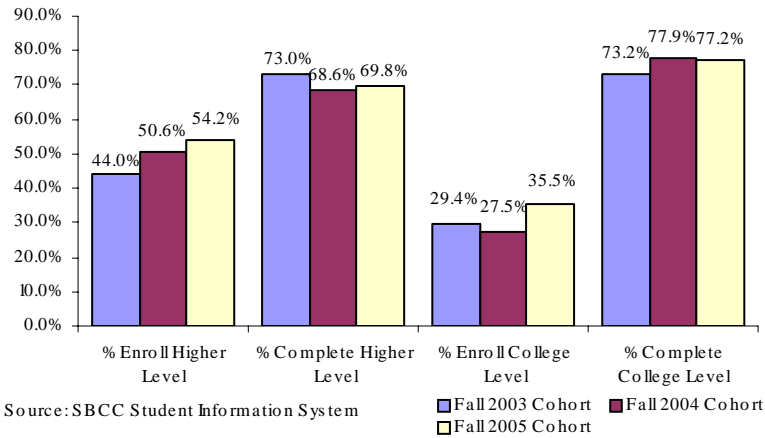
The percentage of students in basic skills courses who subsequently transition into college-level work remains an area of concern. In English, 67% of the students new to the College who enrolled in a basic skills course in Fall 2005 enrolled in a higher level course in the same area of study within three years. Of the 67% who enrolled in a higher level course, 81% successfully completed at least one higher level course within the same time frame. Of the Fall 2005 cohort, approximately 59% enrolled in the English college-level course (ENG 110) within three years, and of those students 81% completed the course successfully. In looking at the last three cohorts, not much difference can be seen (see Figure I.24).

Figure I.24 English Basic Skills Students Transition to College Level Within 3 Years



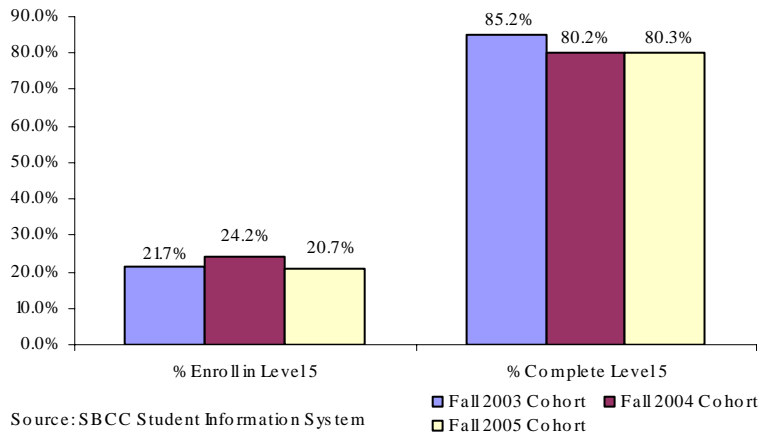
In mathematics, 54% of the students new to the College who enrolled in a basic skills math course in Fall 2005 enrolled in a higher level math course within three years. Of those, 70% successfully completed at least one such course. Of the Fall 2005 cohort, 35.5% enrolled in a college level math course within three years, and of those students, 77% completed the course successfully. When comparing the three cohorts, some fluctuation can be seen with higher percentages of the Fall 2004 and 2005 cohorts enrolling in and completing a higher level math course (see Figure I.25).

Figure I.25 Math Basic Skills Students Transition to College Level Within 3 Years



In ESL, 21% of the students new to the College in Fall 2005 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, 80% successfully completed this course within the same time frame (see Figure I.26).

Figure I.26 ESL Level 1-4 Students Transition to Level 5 Within 3 Years



Semester and Cumulative GPA of Full-Time Students

The average semester GPAs of full-time students fluctuated slightly over the period, but showed an overall increase from 2.47 to 2.50, with peaks in Fall 2004 and 2005 of 2.52. The median semester GPA has remained consistent at 2.75 over the past four years; while the mean and median cumulative GPAs have shown consistent increases over the period (see Table I.27).

Table I.27 Semester and Cumulative GPA of Full-time Students

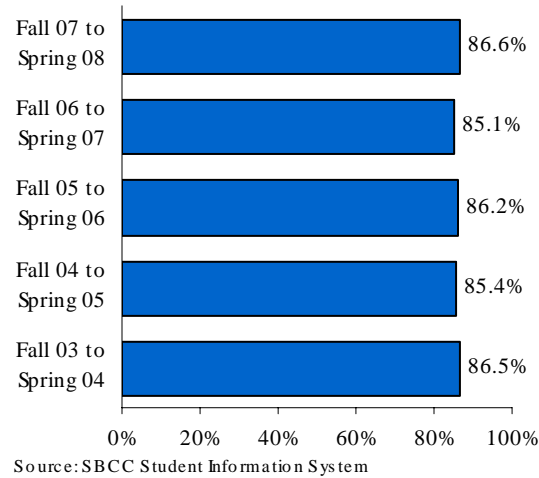
Term	Semester GPA		Cumulative GPA at the End of Semester	
	Mean	Median	Mean	Median
Fall 2003	2.47	2.69	2.58	2.69
Fall 2004	2.52	2.75	2.59	2.69
Fall 2005	2.52	2.75	2.59	2.71
Fall 2006	2.49	2.75	2.59	2.71
Fall 2007	2.50	2.75	2.61	2.75

Source: SBCC Student Information System

Persistence Rates of First-Time, Full-Time Students

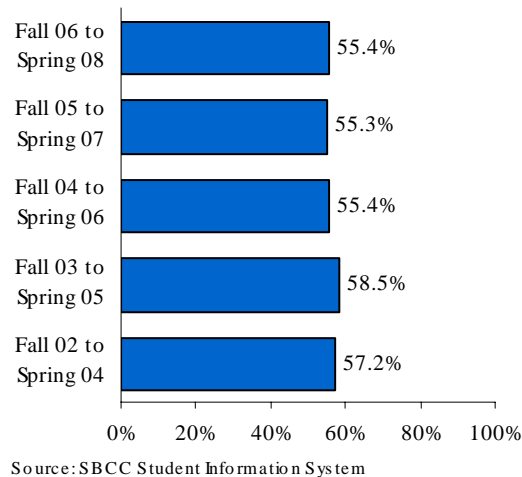
The first-to-second semester persistence rate of first-time, full-time students has remained fairly stable in recent years (see Figure I.28).

**Figure I.28 Persistence Rates of First-Time, Full-Time Students
Fall to Next Spring**



The first-to-fourth semester persistence rate remained fairly stable from Fall 2004 to Fall 2006 at around 55.4% (see Figure I.29).

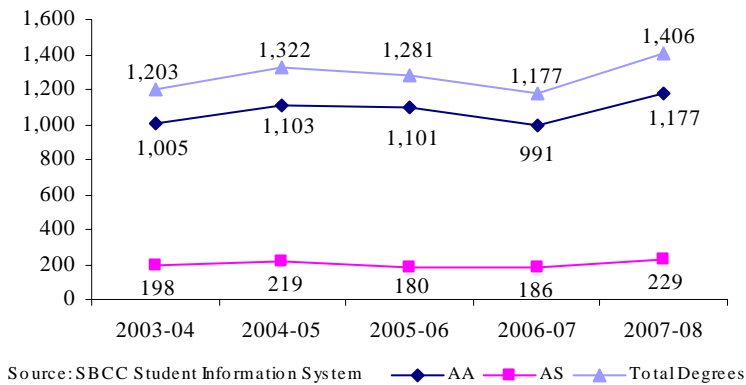
**Figure I.29 Persistence Rates of First-Time, Full-Time Students
First to Fourth Semester**



Degrees and Certificates Awarded

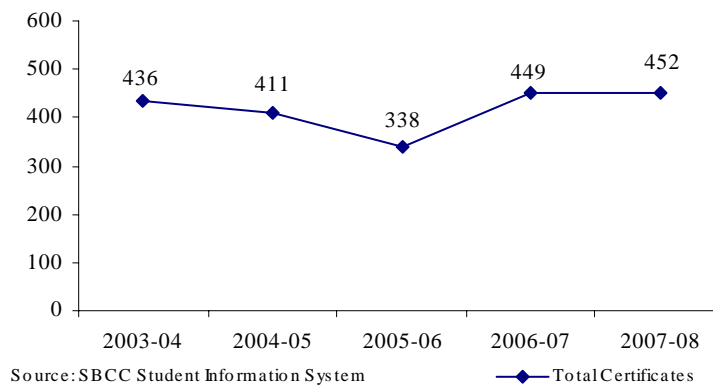
The total number of degrees awarded increased in 2004-05, then decreased in 2005-06 and 2006-07, and increased again to a high of 1,406 in 2007-08 (see Figure I.30). The large increase in 2007-08 of AA degrees is due in most part to the addition of a Liberal Studies Transfer degree, where over 400 degrees were awarded.

**Figure I.30 Number of Degrees Awarded by Type
2003-04 to 2007-08**



The number of certificates awarded declined from 2003-04 to 2005-06, but increased again in 2006-07 and reached a high of 452 in 2007-08 (see Figure I.31).

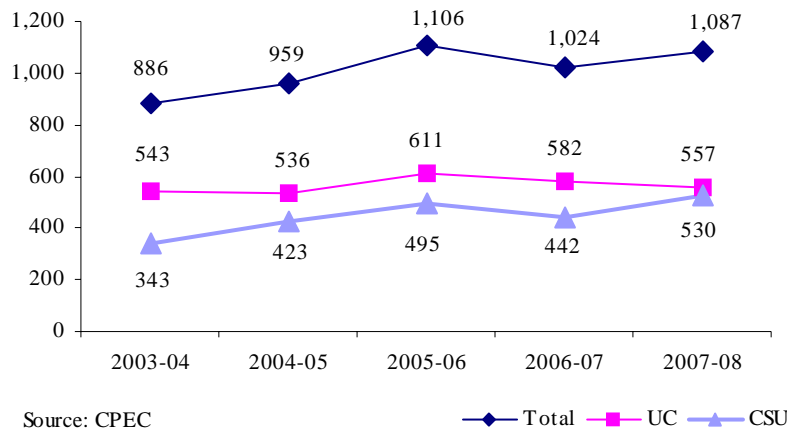
**Figure I.31 Number of Certificates Awarded
2003-04 to 2007-08**



Number of Transfers

Overall, the number of students transferring annually from SBCC to UC and CSU campuses has increased over time, reaching its highest number ever in 2005-06. Although there was a slight drop in 2006-07, the total number of transfers increased again in 2007-08 (see Figure I.32).

Figure I.32 Annual Transfers to UC and CSU



Expected vs. Actual Transfer Rates

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

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

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

The data for the three most recent cohorts available indicate that SBCC is not achieving its expected transfer rate and the rate declined between the 1998-99 and 1999-00 cohorts (see Table I.33). The almost 6.5% difference between SBCC's actual and expected transfer rates is a cause for concern. The college will continue to monitor these rates as they become available from the CCCCCO.

Table I.33 Expected vs. Actual Transfer Rates

	Actual Transfer Rate	Expected Transfer Rate	Difference
1998-99 Cohort	48.49	49.79	-1.30
1999-00 Cohort	43.88	50.04	-6.16
2000-01 Cohort	43.21	49.67	-6.46

Source: CCCCCO

Student Right-to-Know Act Completion and Transfer Rates

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

In spite of fluctuations from year to year, SBCC consistently achieved levels higher than the statewide rates for the five cohorts in both completion and transfer rates calculated with this methodology. Figure I.34 shows completion rates and Figure I.35 transfer rates.

Figure I.34 Student Right-to-Know Completion Rates

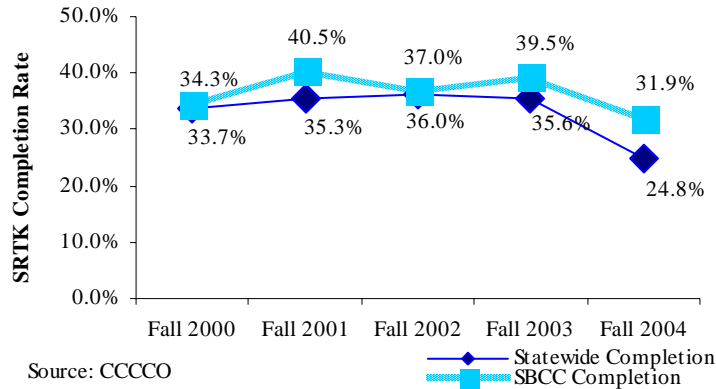
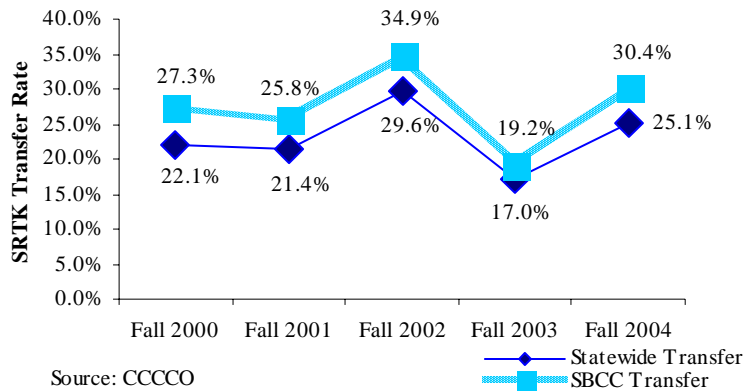


Figure I.35 Student Right-to-Know Transfer Rates



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.36).

**Table I.36 Number of Study Hours per Course per Week
Spring 2005 & Spring 2008**

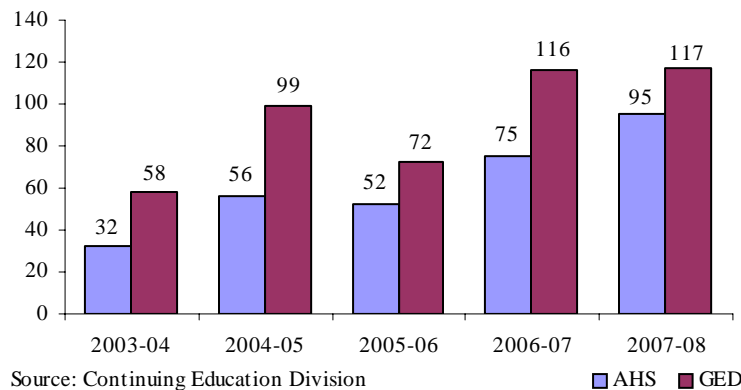
Study Hours Per Course Per Week	Spring 2005	Spring 2008
Less than 2 Hours	18%	27%
Between 2-4 Hours	43%	48%
Between 5-8 Hours	26%	20%
More than 8 Hours	13%	6%

Source: Spring 2008 & Spring 2005 Student Survey Data

Continuing Education Students Receiving General Educational Development (GED)

Overall, the number of GED completers increased across the period, from 58 in 2003-04 to 117 in 2007-08. The number of Adult High School (AHS) completers also increased across the period, from 32 in 2003-04 to 95 in 2007-08 (see Figure I.37).

Figure I.37 Number of Adult High School and GED Completers



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.

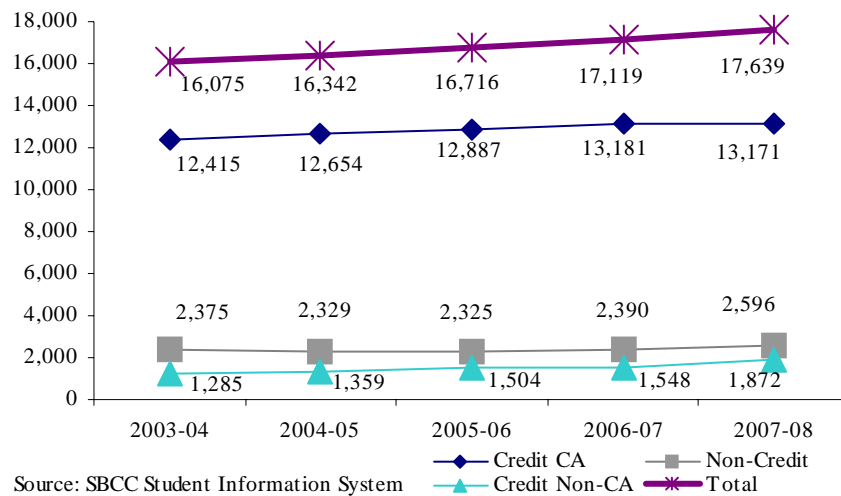
CHAPTER II STUDENT OUTREACH AND RESPONSIVENESS TO THE COMMUNITY

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. The total annual FTES of 17,639 represents a 10% increase compared to 2003-04 and a 3% increase compared to 2006-07 (this is actual growth rather than a comparison against the apportionment base that determines the growth for funding purposes). Much of this growth was generated by off-campus instructional offerings such as Dual Enrollment courses for high school students, courses for employees of various organizations through the Professional Development Center, online instruction, and the Life Fitness Center (see Figure II.1).

Figure II.1 Annual FTES*



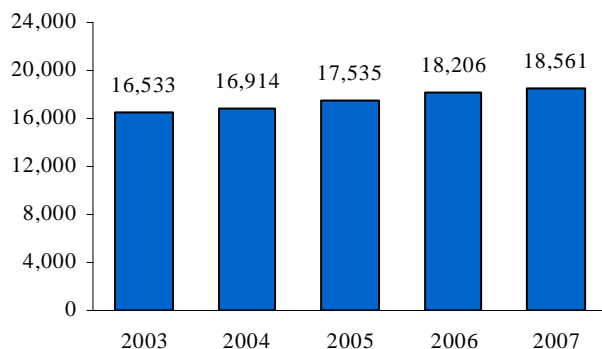
*Actual academic year FTES, not the FTES reported in the CC320.

Credit Division

Credit Student Headcount

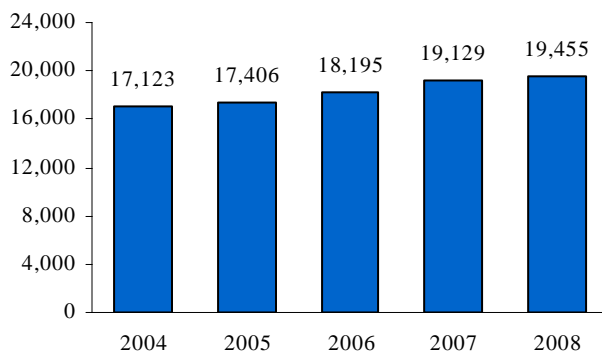
The credit student headcount increased steadily over the period. Fall 2007 represented a 12% increase over Fall 2003 and a 2% growth over Fall 2006 (see Figure II.2). In all five years, spring enrollment exceeds that of fall and shows the same steady increase over the period (see Figure II.3). As mentioned previously, most of the increase in the last four years has been off-campus and online.

**Figure II.2 Credit Student Headcount
Fall 2003 - Fall 2007**



Source: SBCC Student Information System

**Figure II.3 Credit Student Headcount
Spring 2004 - Spring 2008**

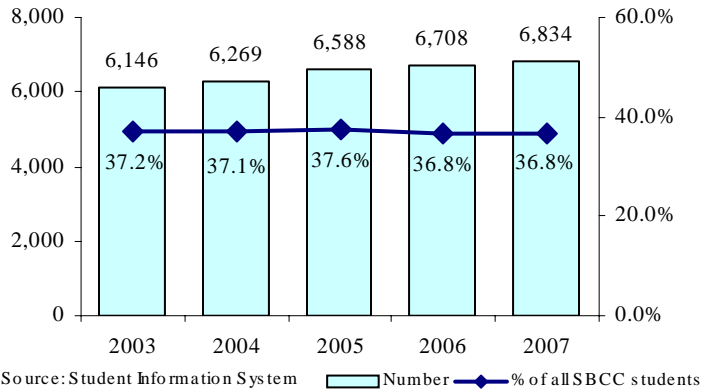


Source: SBCC Student Information System

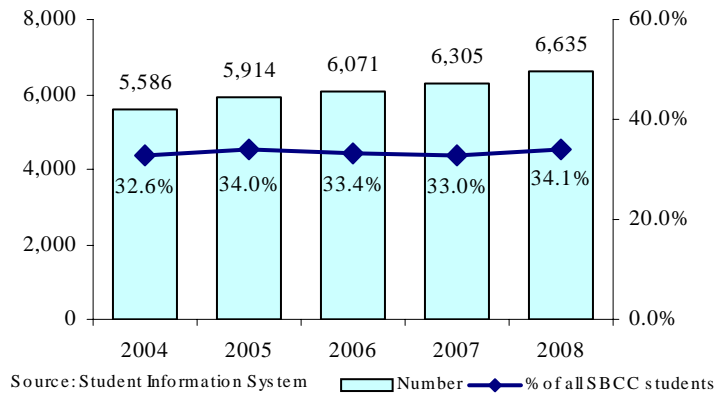
Full-Time Student Headcount

The number of full-time students (enrolled in 12 or more units) increased by 11% over the period in fall semesters and by 19% in spring semesters, but the percentage of full-time students out of all SBCC students has remained fairly stable, around 37% in the fall and 33% in the spring for the last five years (see Figures II.4 & II.5). This comparison illustrates that the number of full-time students has kept pace with the overall growth the college has experienced in both semesters.

**Figure II.4 Full-Time Student Headcount
Fall 2003 - Fall 2007**



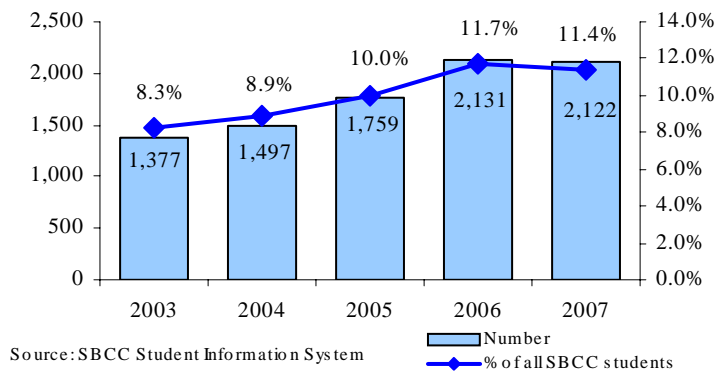
**Figure II.5 Full-Time Student Headcount
Spring 2004 - Spring 2008**



High School Students Attending SBCC

The College has enhanced its outreach to local high schools, providing more opportunities for students to enroll in college-level courses while still in high school. The Dual Enrollment Program has been expanded significantly since its inception in Fall 1999. The number of high school students attending classes offered by SBCC increased steadily from Fall 2003 to Fall 2006, and decreased slightly in Fall 2007 (see Figure II.6). As a result of the increased growth in the number of dual enrollment students, the proportion of these students has increased from 8.3% to 11.4% of the total student population.

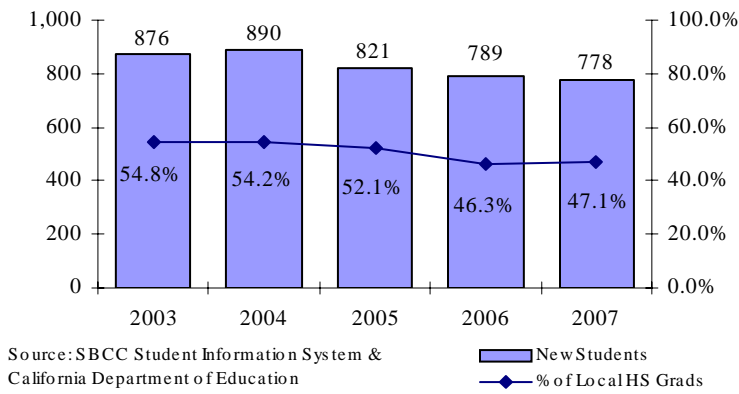
**Figure II.6 High School Student Headcount
Fall 2003 - Fall 2007**



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

The percentage of local high school graduates enrolling as first-time freshmen at SBCC in Fall 2007 was 47%, which is a 0.8% increase from Fall 2006, and a 7.7% decrease from Fall 2003 (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.

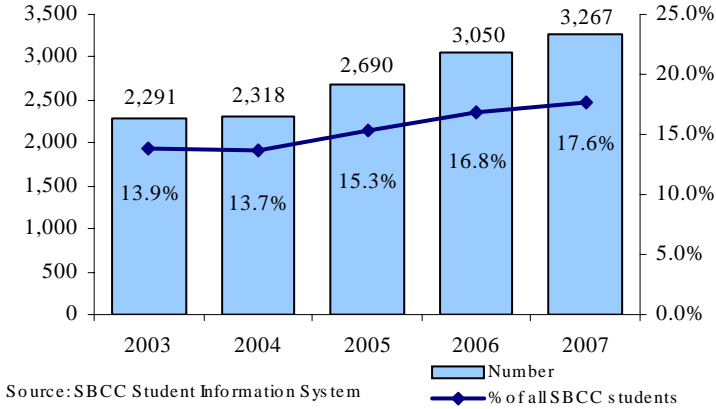
**Figure II.7 New Students from the District's Local High Schools
Fall 2003 - Fall 2007**



Online Student Headcount

By Fall 2007, online students represented 17.6% of all SBCC students, showing an increase of 976 students, or 43% over the past five years (see Figure II.8). In Fall 2003, 860 students, or 5% of all students, were enrolled exclusively in online courses. By Fall 2007, 1,504, or 8% of all SBCC students, were enrolled online only.

**Figure II.8 Online Student Headcount
Fall 2003 - Fall 2007**



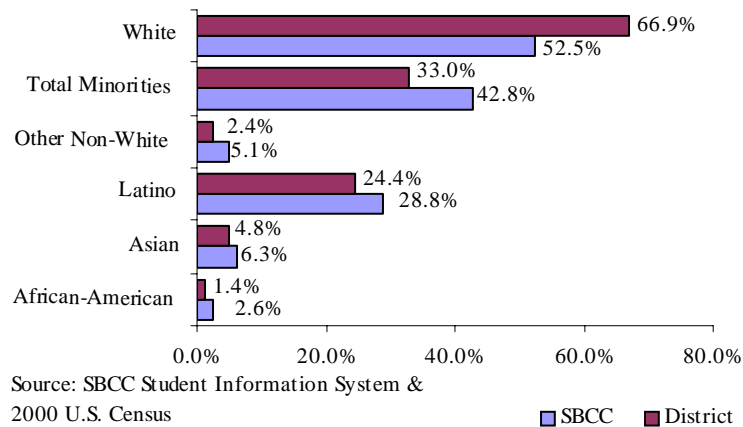
Percentage of District Adult Population Served by the Credit Program

The Fall 2007 credit students 18 years of age or older - 16,062 - represented 10% of the SBCC District adult population of 159,827. The information about the district adult population for the South Coast is included in the 2008 UCSB Economic Impact Report.

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

All minority groups at the College are at proportions that exceed those in the district adult population. Latinos are 29% of SBCC students enrolled in credit programs, which is slightly higher than the 24.4% represented within the District's adult population. Asians are 6% of SBCC students compared to 4.8% for the District's adult population, and 2.6% of students were African-American compared to 1.4% in the District. Overall in Fall 2007, 42.8% of all SBCC students were from underrepresented ethnic groups, fostering a climate of social and cultural diversity (see Figure II.9).

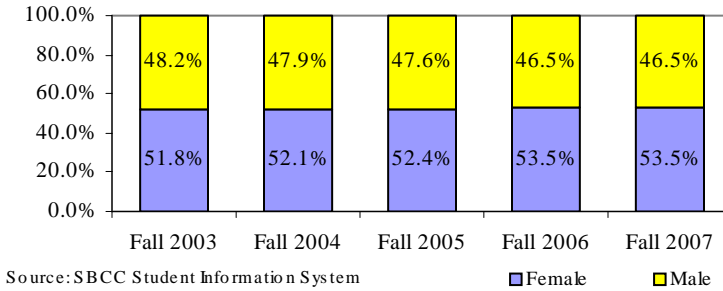
Figure II.9 Fall 2007 Credit Student Ethnic Composition vs. District Adult Population



Credit Gender Composition

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

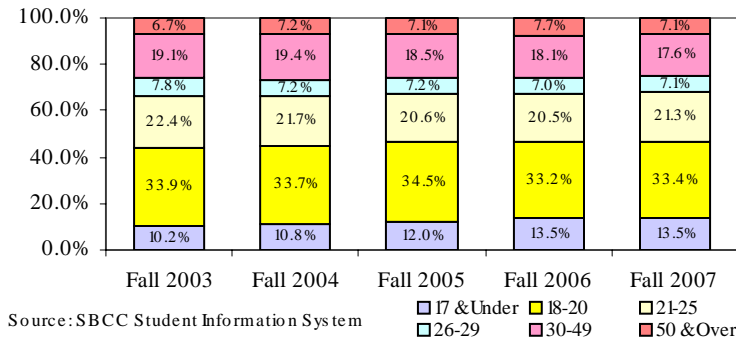
**Figure II.10 Credit Student Gender Composition
Fall 2003 - Fall 2007**



Credit Age Composition

In terms of age, the expansion of the high school Dual Enrollment Program led to an increase in the percentage of students 17 or younger, from 10.2% in Fall 2003 to 13.5% of the student population in Fall 2007. The largest category of participants continues to be 18 to 20 year olds, representing 33.4% of all credit students in Fall 2007, followed by 21 to 25 year olds, at 21.3%. The 26 to 29 age group dropped very slightly from 7.8% to 7.1% across the period. The 50 and over age group increased from 6.7% in Fall 2003 to 7.7% in Fall 2006, and dropped slightly to 7.1% in Fall 2007. The percentage of students 30 to 49 decreased slightly across the five year period from 19.1% to 17.6% (see Figure II.11).

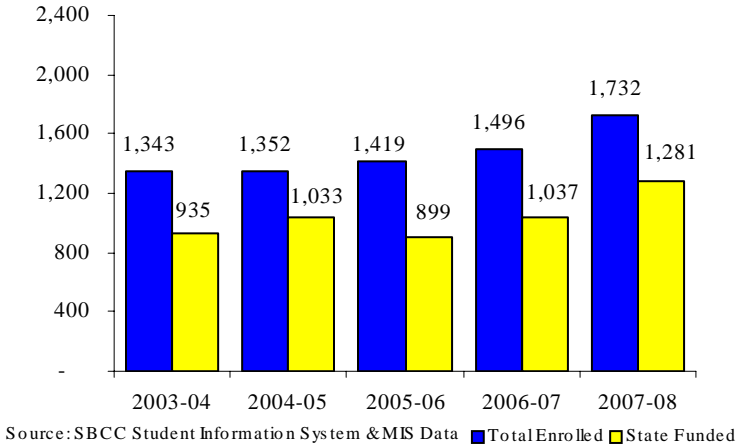
**Figure II.11 Credit Student Age Composition
Fall 2003 - Fall 2007**



Students with Disabilities Attending SBCC

Over the past five years, the number of students with disabilities enrolled in credit programs has increased. In 2007-08, SBCC’s Disabled Student Programs and Services qualified to receive state funding for 1,281 students. This represents a 37% increase from 2003-04, and a 23% increase from 2006-07 (see Figure II.12). The total number of disabled students consists of all SBCC students who reported having a disability, whereas the college only receives state funding for those students who have had at least four contacts with the Disabled Student Programs and Services office within an academic year.

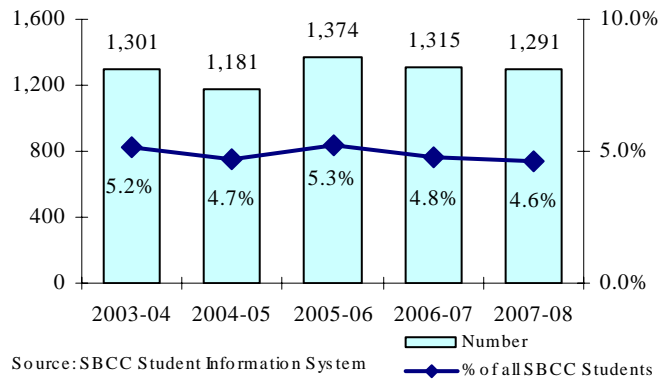
Figure II.12 Number of Students with Disabilities Enrolled and State Funded 2003-04 to 2007-08



Extended Opportunity Programs and Services (EOPS) Students Attending SBCC

The number of EOPS students enrolled at SBCC has remained fairly steady over the last five years, but dropped to 1,181 in 2004-05 (a 9.2% decrease), and then grew to a high of 1,374 in 2005-06, which is a 16% increase over the prior year. The number of EOPS students declined slightly to 1,315 in 2006-07, and decreased further to 1,291 in 2007-08, which is a 1.8% decrease from the prior year. EOPS students represented between 4.6% and 5.3% of all SBCC students over the last five years (see Figure II.13).

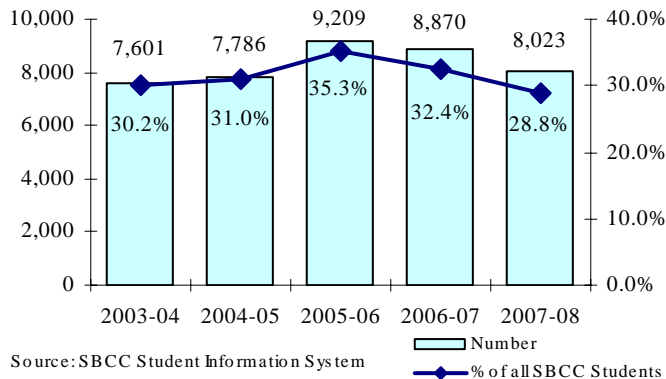
**Figure II.13 EOPS Students
2003-04 to 2007-08**



Economically Disadvantaged Students Attending SBCC

Overall, the number of economically disadvantaged students (defined as either in EOPS or receiving federal and/or state financial aid) increased by 5.6% over the last five years, but dropped by 9.5% in 2007-08 compared to the prior year. The percentage of all SBCC students who are economically disadvantaged increased from 30.2% in 2003-04 to 35.3% in 2005-06, but dropped to 28.8% in 2007-08 (see Figure II.14).

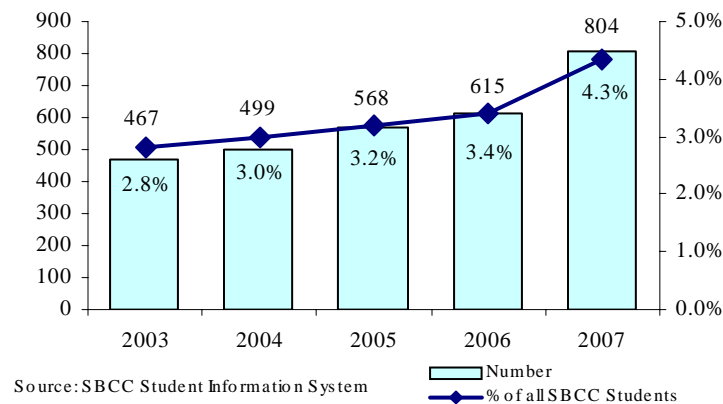
**Figure II.14 Economically Disadvantaged Students
2003-04 to 2007-08**



International Students Attending SBCC

The number of international students attending SBCC with F1 or F2 student visas increased by 30.7% from Fall 2006 to Fall 2007. International students with student visas represented 4.3% of all credit students in Fall 2007, compared to 2.8% in Fall 2003 (see Figure II.15).

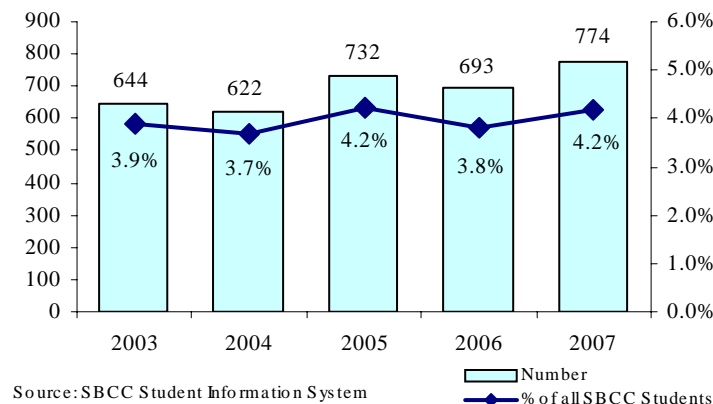
**Figure II.15 Credit Students with Student Visas
Fall 2003 to Fall 2007**



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 2003 to Fall 2007**



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.

The Employer-based Training program has grown considerably over time, from 4,066 duplicated course enrollments in 2003-04 to 6,106 in 2007-08, with a high of 6,943 in 2006-07, which represents a 50% increase over the five year period. 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
2003-04	4,066	1,272
2004-05	5,058	1,256
2005-06	5,796	1,360
2006-07	6,943	1,165
2007-08	6,106	1,238

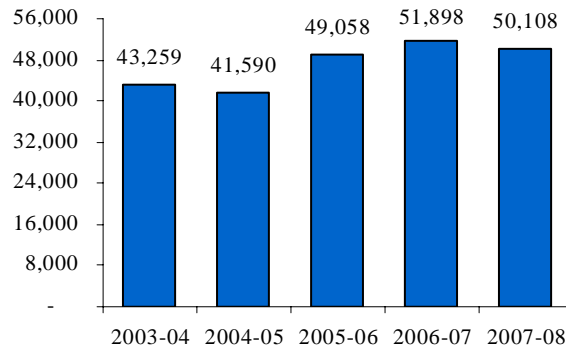
Source: SBCC Student Information System

Continuing Education Division

Continuing Education Student Headcount

The total unduplicated number of students in the Continuing Education division decreased by 3.9% from 43,259 in 2003-04 to 41,590 in 2004-05. In 2005-06 there was an 18% increase in enrollment, and another 5.8% increase in 2006-07, followed by a 3.4% drop in 2007-08. This represents a 15.8% increase over the five-year period (see Figure II.18).

Figure II.18 Continuing Education Student Headcount



Source: SBCC Student Information System

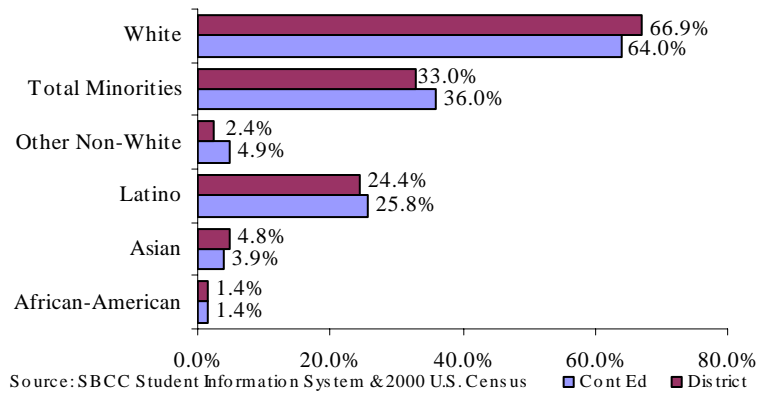
Percentage of District Adult Population Served by Non-Credit Program

In 2007-08, SBCC's Continuing Education Division served 50,108 students or 31% of the District's adult population of 159,827, which means approximately one out of every three adults in the community is taking non-credit classes at the college. When the credit and non-credit students are combined, SBCC served 42% of the College's District adult population. The district adult population for the South Coast is provided in the 2008 UCSB Economic Impact Report.

Continuing Education Student Ethnic Composition Compared to the District's Adult Population

The ethnic composition of students in Continuing Education programs is fairly close to that of the District's adult population. For example, Latino participation represented 25.8% of all students during the 2007-08 academic year, and Latinos are 24.4% of the District's adult population. Asian students represented 3.9% of the student population compared to 4.8% in the District. African-American students constituted the same percentage of the student population (1.4%) as they represent in the District (see Figure II.19). However, these comparisons do not fully reflect the Continuing Education students as 18% of Continuing Education students did not provide their ethnicity information in 2007-08.

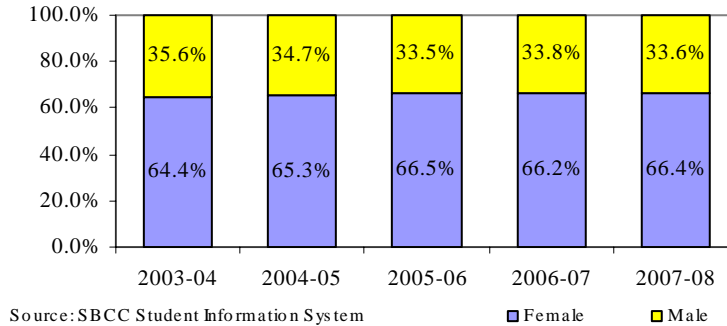
Figure II.19 2007-08 Continuing Education Student Ethnic Composition vs. District Adult Population



Continuing Education Gender Composition

Over the past five years, participation in SBCC’s Continuing Education programs by gender remained stable, with significantly more female students than males each semester. In Fall 2007, 66.4% of students were female, compared to only 33.6% male (see Figure II.20).

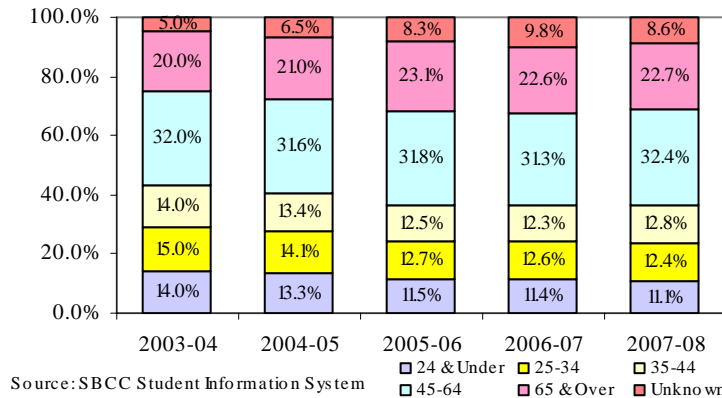
Figure II.20 Continuing Education Student Gender Composition 2003-04 to 2007-08



Continuing Education Age Composition

The largest category of participants in Continuing Education programs continues to be 45 to 64 year olds, representing 32.4% of all students, followed by students age 65 and over, which represented 22.7% of students in 2007-08. The latter group increased slightly over the period from 20% to 22.7%, whereas enrollments of students 34 and younger have decreased from 29% to 23.5%. Enrollments of students between the ages of 35 and 64 declined gradually from 46% in 2003-04 to 43.6% in 2006-07, and then increased again slightly to 45.2% in 2007-08. The largest growth occurred among students who did not provide their birthdates, increasing steadily from 5.0% in 2003-04 to 9.8% in 2006-07, and dropping again slightly to 8.6% in 2007-08 (see Figure II.21).

Figure II.21 Continuing Education Student Age Composition 2003-04 to 2007-08



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

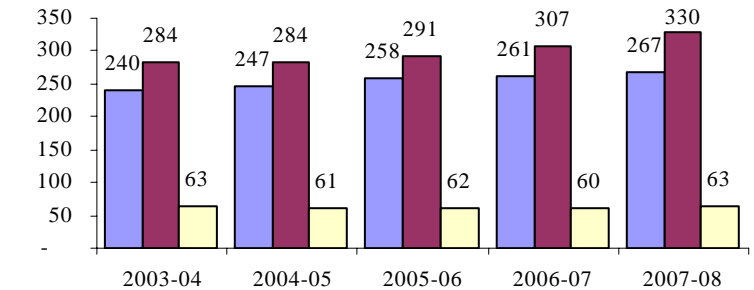
The College will continue its educational efforts for students, faculty, and staff in understanding and appreciating the social, demographic, and cultural diversity within the College community. SBCC will continue to fulfill its responsibilities to accommodate existing students, and reach out to the underserved segments of the population in our community, who seek the essential advantages that higher education provides. The College will implement the 2008-11 Enrollment Management Plan.

CHAPTER III FACULTY, STAFF AND ADMINISTRATORS/MANAGERS

Regular Faculty, Staff and Administrators/Managers

The total number of regular faculty increased by 2.3% from 261 in 2006-07 to 267 in 2007-08. Classified staff also grew from 307 in 2006-07 to 330 in 2007-08, a 7.5% increase. The number of administrators/ managers increased from 60 in 2006-07 to 63 in 2007-08, which represents a 5% increase (see Figure III.1). Over the five-year period, regular faculty increased by 11.3% (27), classified staff by 16.2% (46) and administrators/managers returned to the 2003-04 level (63).

**Figure III.1 Permanent Faculty, Staff and Administrators/Managers
2003-04 to 2007-08**



Source: Human Resources

Information System

■ FT Faculty ■ Classified Staff □ Admin/Mgrs

In almost every year, the majority of new hires among regular faculty, staff and administrators/managers are replacement positions and not new positions (see Table III.2). Discrepancies between overall increases in headcount from year to year (Figure III.1) versus the number of new positions each year occur as a result of retirements, resignations, promotions, transfers, positions that are not replaced, temporary contracts, and replacements for leaves of absence and reduced workloads.

Table III.2 Replacement vs. New Positions Among Permanent Faculty, Staff and Administrator/Manager New Hires 2003-04 to 2007-08

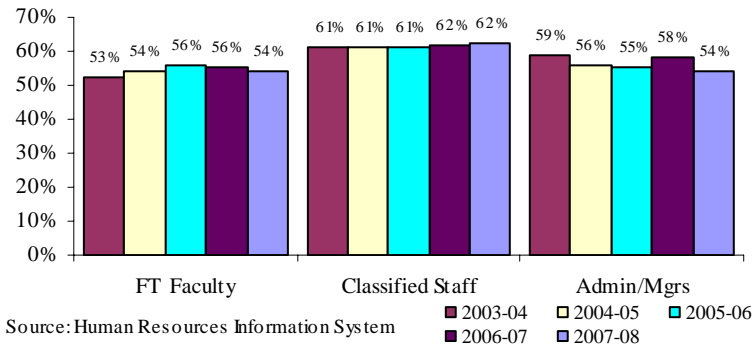
	2003-04	2004-05	2005-06	2006-07	2007-08
Faculty Hires	10	20	22	12	16
Replacements	9	16	11	9	11
New Positions	1	4	11	3	5
Staff Hires	29	35	36	53	38
Replacements	23	31	27	37	29
New Positions	6	4	9	16	9
Admin/Mgrs Hires	2	2	6	7	7
Replacements	2	2	5	5	5
New Positions	0	0	1	2	2

Source: Human Resources Information System

Gender Composition of Faculty and Staff

The proportion of women among regular faculty and staff remained fairly stable over the past five years; ranging from 53% to 56% among faculty and from 61% to 62% among staff. However, this proportion has fluctuated more among administrators and managers from a high of 59% in 2003-04 to a low of 54% in 2007-08 (see Figure III.3).

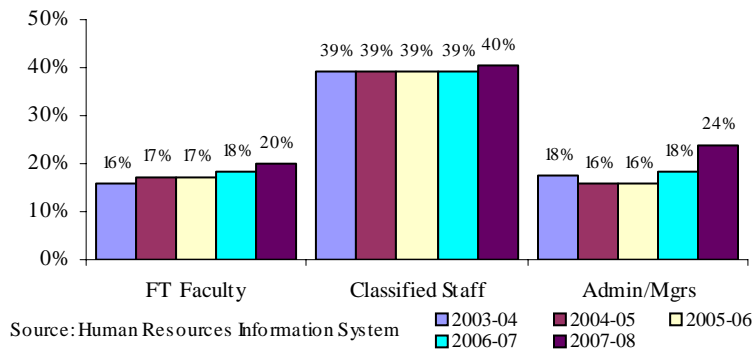
Figure III.3 Percent Women Among Permanent Faculty, Staff and Administrators/Managers 2003-04 to 2007-08



Ethnic Composition of Faculty and Staff

The percentage of minorities among regular classified staff has remained stable at 39% over the first four years of the period, and increased slightly to 40% in 2007-08. An increase can be seen among full-time faculty from 16% to 20% during this same period. The proportion of minorities among administrators and managers decreased slightly from 18% in 2003-04 to 16% in 2005-06, rebounding again to 18% in 2006-07 and increasing to 24% in 2007-08. The percentage of minorities among full-time faculty and administrators is about half the proportion among classified staff (see Figure III.4).

Figure III.4 Percent Minorities Among Permanent Faculty, Staff and Administrators/Managers 2003-04 to 2007-08



Ethnic Composition of New College Hires

Over the past five years there was a fluctuating number of ethnic minorities hired to fill permanent faculty, classified staff and administrative/management vacancies (see Table III.5).

**Table III.5 New Hires and Minority New Hires
2003-04 to 2007-08**

	2003-04	2004-05	2005-06	2006-07	2007-08
Faculty	10	20	22	12	16
Minority Faculty	1	5	4	3	4
Staff	29	35	36	53	38
Minority Staff	17	9	17	15	16
Management	2	2	6	7	7
Minority Management	0	1	0	2	3

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. Much of the training in the SRC is related to the student information system that is used on campus, which is evidenced by the decline in participation in 2004-05, when the decision was made to transition from the Oracle System to Banner.

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

	2003-04	2004-05	2005-06	2006-07	2007-08
SRC	433	175	424	342	317
PDC	231	165	149	116	136
Online	N/A	213	430	398	243

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). In two of the four years studied here, faculty and staff increases have outpaced FTES growth (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
2003-04 to 2004-05	2.92%	0%	-3.17%	1.66%
2004-05 to 2005-06	4.45%	2.46%	1.64%	3.07%
2005-06 to 2006-07	1.20%	5.50%	-3.23%	1.81%
2006-07 to 2007-08	2.30%	7.49%	5.00%	3.23%

Source: Human Resources and SBCC Student Information Systems

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.

CHAPTER IV APPLICATIONS OF TECHNOLOGY

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

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

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

	2003-04	2004-05	2005-06	2006-07	2007-08
# Computers	1,570	1,589	1,645	1,723	2,084
Credit FTES	13,700	14,013	14,391	14,729	15,043
FTES/#Computers	8.7	8.8	8.7	8.5	7.2

Source: Information Technology & SBCC Student Information System

Ability to Renew and Replace Technology Equipment on a Regular Basis

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

- a. Average Age of Computers and Servers at Time of Replacement
- b. Annual Expenditures for Technology Replacement as a Percentage of Technology Inventory
- c. Technology Equipment Reserve Amounts for Committed Replacements and for Contingency Funding

The following sections include a detailed analysis of each of these measures.

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

In 1999-2000, the District Technology Committee and the College Planning Council decided to move from a five-year to a four-year replacement cycle for faculty and staff computers, and to three-year and four-year replacement cycles for instructional computer classrooms and labs, respectively. During the budget reductions for 2002-03, the College moved to a four-year replacement cycle for all desktop machines and most computer labs. At the server level, the drop in the average age of server replacements has resulted from the influx of new administrative servers for Banner and the moving of stand-alone servers to the new Virtual Server Cluster. The larger servers for core administrative systems continue to have a useful life of five to six years (see Table IV.2).

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

	2003-04	2004-05	2005-06	2006-07	2007-08
Age of Computers (Years)	4.5	4.6	4.3	4.1	4.2
Age of Servers (Years)	4.8	4.9	4.8	4.5	4.1

Source: Information Technology

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

The increase in expenditures for technology equipment replacement reflects both the growing inventory of equipment and the move to a four-year replacement cycle for desktop computers. 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 budget year, the refresh budget was restored and a normal refresh cycle is averaging between 20 and 25% of inventory with a little catch-up in 2005-06 and 2006-07, when a number of large student labs were refreshed. The 2007-08 replacement of campus network infrastructure was delayed due to ongoing redesign activities.

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

	2003-04	2004-05	2005-06	2006-07	2007-08
Replacement Expenditures (\$M)	\$0.88	\$0.48	\$1.26	\$1.30	\$0.70
% of Inventory	10.4%	21.8%	26.1%	26.8%	9.6%

Source: Information Technology

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

The College had to grow its technology equipment replacement contingency in order to continue funding replacement costs during periods of shortfalls in state technology equipment replacement funding (see Table 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 to backfill 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 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 \$584K carried forward into the 2008-09 budget year.

Table IV.4 Technology Equipment Reserve Amounts

	2003-04	2004-05	2005-06	2006-07	2007-08
Committed Replacements (\$M)	\$0.75	\$0.85	\$0.00	\$0.00	\$0.58
Contingency (\$M)	\$1.60	\$1.30	\$0.00	\$0.00	\$0.58

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 for the 2002-03 year placed funding for new technology initiatives on hold, and required the College to seek private funding for several important technology projects, including the construction of a cyber support center for SBCC students in the Campus Center and the expansion of the Math Computer Lab in the IDC building. Categorical funds were used to fund the purchase and installation of a new document imaging system for student transcript information (see Table IV.5).

Table IV.5 Expenditures for New Technology Projects

	2003-04	2004-05	2005-06	2006-07	2007-08
New Technology Projects (\$ K)	\$45	\$0	\$234	\$18	\$0
Banner Project (\$ K)	\$678	\$2,442	\$1,704	\$2,174	\$1,169

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

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 reclassification 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**

	2003-04	2004-05	2005-06	2006-07	2007-08
# Computers	1,010	1,075	1,135	1,167	1,211
# ICLCs	9	9	12	12	12
Ratio	112	119	95	97	101

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

	2003-04	2004-05	2005-06	2006-07	2007-08
# Users	1,420	1,530	1,556	1,623	2,233
# FTE	5.0	5.0	6.0	6.0	6.0
Ratio	284	306	259	271	372
# Servers	26	29	44	52	95
# FTE	5.0	5.0	6.0	6.0	6.0
Ratio	5.2	5.8	7.3	8.7	15.8

Source: Information Technology

b. Utilization of Internet Bandwidth Capacity

These measures of peak Internet bandwidth capacity in Table IV.8 indicate the overall utilization of the SBCC network connectivity to the Internet. While the network may experience near capacity loading in very short periods during peak instructional hours, there is still room for growth in Internet use. This is due to the increase in available bandwidth. During the 2003-04 academic year, the College moved to a 45 megabit per second connection to the Internet, which resulted in an apparent decrease in the usage, but in actuality it simply reflects that the College took a couple of years to expand its usage to take advantage of the newly available capacity. This increased capacity was achieved through a conversion of all California Community Colleges to the new California Education Network Infrastructure Corporation (CENIC), which is a non-profit corporation supporting California educational institutions. However, with ever-increasing demands placed on bandwidth, both inbound and outbound, to the Internet, we are awaiting the addition of a second CENIC connection that will add a redundant link for availability with a speed of one gigabit per second. This addition will help to substantially reduce times when we are hitting 100% of available inbound bandwidth.

Table IV.8 Percent Utilization of Internet Bandwidth Capacity

	Weekly				
	2003-04	2004-05	2005-06	2006-07	2007-08
% Inbound	17.2%	24.6%	35.6%	47.4%	84.0%
% Outbound	2.8%	3.9%	11.7%	13.3%	33.0%

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. The demands on the User Support and Training staff were increased in 2003-04 due to required budget reductions that reduced hourly support staff for these functions.

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

	2003-04	2004-05	2005-06	2006-07	2007-08
# Permanent Employees (hourly faculty and staff not included)	587	592	611	628	660
# Support FTE	8.0	8.0	8.0	8.0	8.0
Ratio	73.4	74.0	76.4	78.5	82.5

Source: Information Technology

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

The College measures its ability to support 24/7 access year-round to the College's web applications by the percentage of available "up-time." While this ratio indicates a relatively high level of "up-time," the five to seven days of downtime seen between 2002 and 2005 had significant business implications for College operations. This impact is especially true in light of increasing use of Web-based services on an "anytime/anywhere" basis. Over the last two years, the College has substantially improved this performance index to 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. The 0.2 days of down time in 2007-08 represents about five hours in a whole year, compared to five days of down time in 2003-04.

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

	2003-04	2004-05	2005-06	2006-07	2007-08
# of Down Days	5.0	6.2	1.4	0.8	0.2
# of Total Days	365	365	365	365	365
Up-Time Ratio	98.6%	98.3%	99.6%	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 the last year, we have begun the migration back to campus servers with the installation of a data center generator and better hardware. This has increased the number of campus servers, as well as inbound and outbound bandwidth utilization. In terms of computer workstations, the College has expanded its infrastructure to support the growth in faculty, staff and students. The number of staff providing network maintenance, user support, and training has remained fairly stable over the period whereas the demands have increased significantly as a result of this growth. The deployment of campus-wide Wifi access has made network resources available to thousands of additional users who bring laptops or PDAs to campus.

College Action in the Area of Applications of Technology

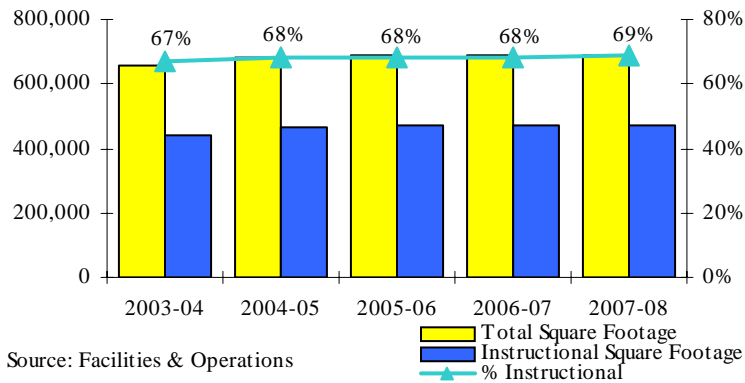
During the past four years, a number of new initiatives have been planned and implemented including: the Banner ERP system, integration of the Campus Pipeline portal with the Banner student system, implementation of single-sign-on capability in the Campus Pipeline portal providing easy access to other third-party systems from a single login to the student portal, expansion of the campus wireless network, implementation and support for a new campus ID card system that provides debit card functionality, and the deployment of web-based file storage for all college faculty, staff, and students that is accessible from any networked computer anywhere in the world. During 2007-08, the college piloted a new learning management system, Moodle. Following the successful pilot, a production version was created with integration to the Banner student system, and the Online College is now in the process of migrating all distance learning courses from WebCT to Moodle during the 2008-09 year.

CHAPTER V FACILITIES

Square Footage

The overall space available for instructional and non-instructional activities at the College (including the two Continuing Education centers) increased in 2003-04, 2004-05, 2005-06 and 2007-08. The overall space available in 2007-08 was 686,441 square feet, of which 473,981 or 69% was dedicated to instruction (see Figure V.1). The percentage of space utilized for instruction increased slightly from 67% in 2003-04 to 69% in 2007-08.

**Figure V.1 SBCC Building Space - Square Footage
2003-04 to 2007-08**



Energy Utilization/Square Foot

The cost of electricity decreased in 2004, then increased in 2005 and 2006, and decreased again slightly in 2007. The cost of natural gas increased slightly in 2004 and 2005, but dropped in 2006, and increased again in 2007. The cost of water decreased in 2004 and 2005, remained virtually the same in 2006, and increased again in 2007 (see Table V.2).

**Table V.2 Cost of Electricity, Gas and Water per Square Foot
2003 to 2007**

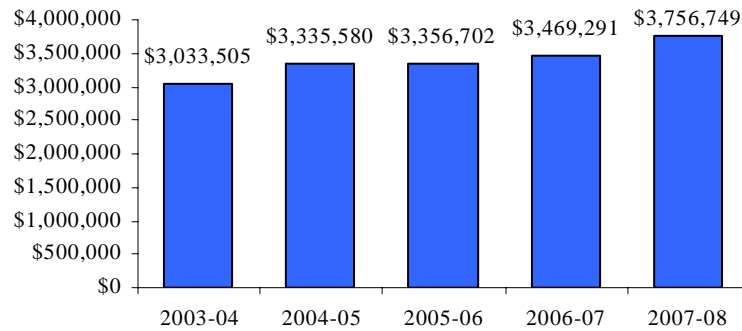
Calendar Yr	\$Electricity/Sq. Foot	\$Gas/Sq. Foot	\$Water/Sq. Foot
2003	\$1.40	\$0.20	\$0.27
2004	\$1.38	\$0.25	\$0.25
2005	\$1.51	\$0.29	\$0.21
2006	\$1.64	\$0.22	\$0.22
2007	\$1.61	\$0.28	\$0.29

Source: Facilities & Operations

Annual Expenditures for Maintenance and Upkeep of Facilities

The annual expenditures for the maintenance and upkeep of facilities increased by 23.8% between 2003-04 and 2007-08 (see Figure V.3).

**Figure V.3 Annual Expenditures for Maintenance and Upkeep of Facilities
2003-04 to 2007-08**



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.

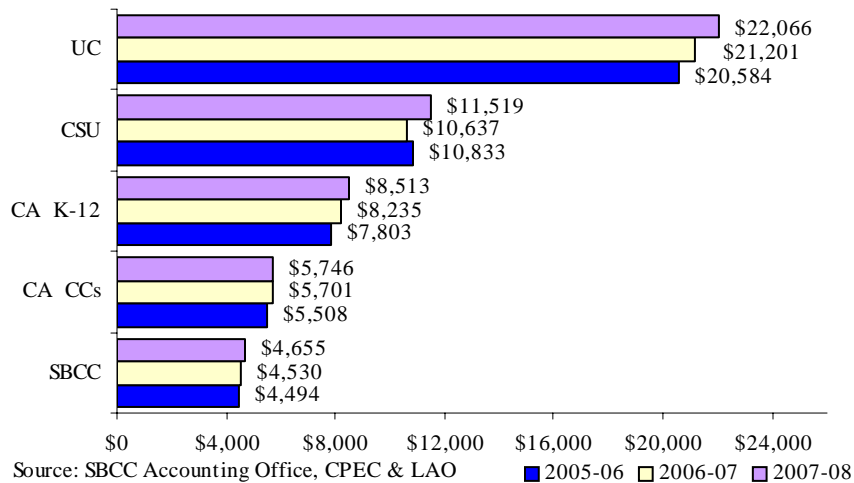
CHAPTER VI FISCAL SUPPORT

The fiscal health of the College is an ongoing key area of emphasis for the Board of Trustees, administration, faculty, and staff of the institution.

Average Funding per FTES

The average state funding for the California Community Colleges continues to lag behind the funding provided to California K-12, CSU and UC systems, and the funding for SBCC specifically is lower than the statewide average (see Figure VI.1). SBCC experienced a more significant growth in per FTES funding in 2006-07 due to the implementation of SB361 funding mechanism, which provided equalization of funding across the community colleges. Average state funding per FTES for UC, CSU and California Community Colleges is provided by California Postsecondary Education Commission (CPEC). Data for SBCC is provided by the SBCC Accounting Office and K-12 data is from the state Legislative Analyst's Office (LAO).

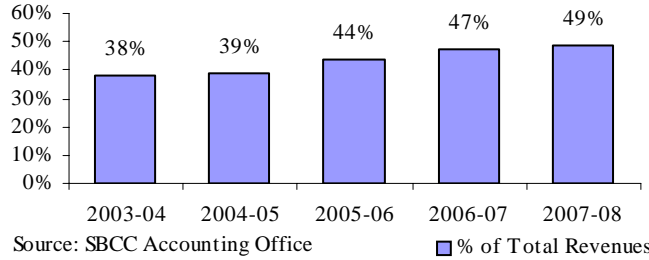
**Figure VI.1 Average State Funding per FTES
2005-06 to 2007-08**



State General Apportionment as a Percentage of Total Revenues

This percentage increased to its highest point (49%) in 2007-08, which is an 11% increase from 2003-04 (see Figure VI.2).

Figure VI.2 State General Apportionment as a Percentage of Total Revenues 2003-04 to 2007-08



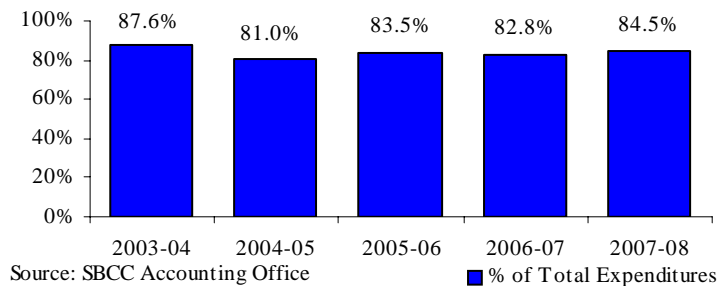
Restricted Revenues as a Percentage of Total Revenues

Restricted revenues represented 16% of the total revenues in 2007-08, which is the same as that seen in 2005-06, after a slight decrease to 15% in 2006-07.

Salaries and Fringe Benefits

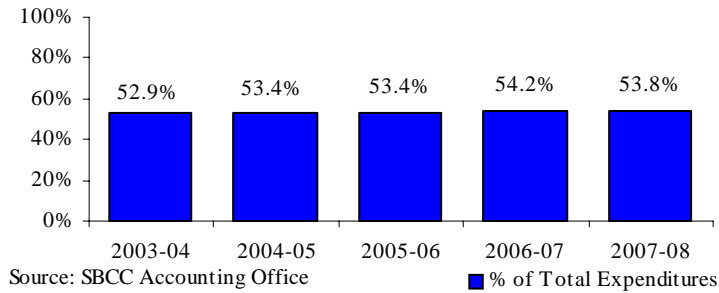
Fringe benefits (excluding STRS and PERS) represent 14% of salaries, and STRS and PERS constitute an additional 7% of salaries. These levels remained the same in 2007-08 as in the previous three years. Total salaries and benefits represented 84.5% of total expenditures from restricted and unrestricted funds in 2007-08, which is a decrease from 87.6% in 2003-04, but an increase over 2006-07 (see Figure VI.3). As a result of such high proportions of the budget expenditures dedicated to salaries and benefits, discretionary funds that the College can spend on new initiatives or to enhance support of existing projects are limited.

Figure VI.3 Salaries & Benefits as a Percentage of Total Restricted and Unrestricted Expenditures 2003-04 to 2007-08



Instructional salaries and benefits represented 53.8% of total expenditures from restricted and unrestricted funds in 2007-08, which is a slight increase from 52.9% in 2003-04 (see Figure VI.4). The College is in compliance with Education Code Section 84362 (i.e., the 50% Law).

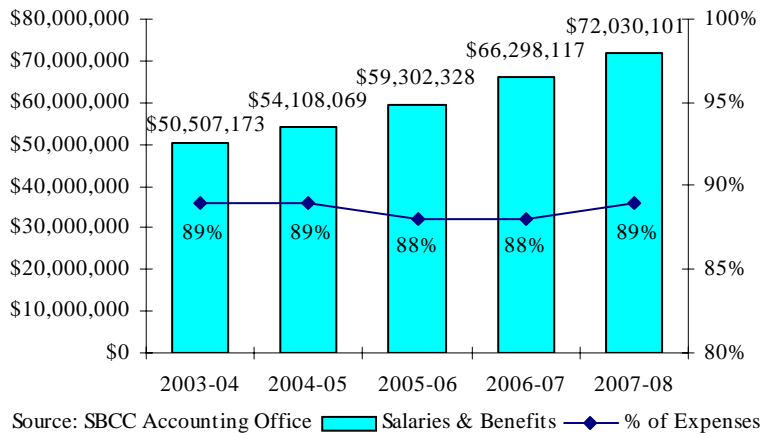
Figure VI.4 Instructional Salaries & Benefits as a Percentage of Total Restricted and Unrestricted Expenditures 2003-04 to 2007-08



Unrestricted General Fund: Salaries and Benefits

The college's expenditures for unrestricted salaries and benefits have grown by over \$21M in the past five years, which represents a 43% increase. When examining salaries and benefits as a percentage of the unrestricted general fund, this percentage has remained fairly constant between 88% and 89% of the college's expenses (see Figure VI.5).

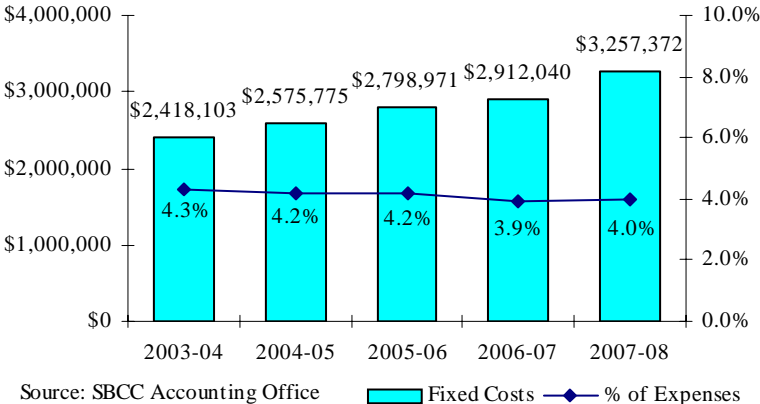
Figure VI.5 Unrestricted Salaries & Benefits as a Percentage of the Unrestricted General Fund Expenses 2003-04 to 2007-08



Unrestricted General Fund: Fixed Costs

The college's expenditures for fixed costs have grown by over \$800,000 in the past five years, which represents a 35% increase. Fixed costs are those expenses that the college must pay and has little flexibility or control over the amounts and include utilities, insurance, and audit and banking fees. When examining fixed costs as a percentage of the unrestricted general fund, this percentage has remained fairly constant around 4% of the college's expenses (see Figure VI.6).

Figure VI.6 Fixed Costs as a Percentage of the Unrestricted General Fund Expenses 2003-04 to 2007-08



Unrestricted General Fund: Salaries, Benefits and Fixed Costs

That portion of 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 87% and 88% of the unrestricted general fund revenues and between 92% and 93% of expenses. These figures indicate that only 12% to 13% of the revenues and 7% to 8% of the expenses are discretionary. The combined expenses for salaries and benefits and fixed costs have grown by over \$22M in the past five years, which represents a 42% increase (see Figures VI.7 & VI.8).

Figure VI.7 Salaries, Benefits & Fixed Costs as a Percentage of the Unrestricted General Fund Revenues 2003-04 to 2007-08

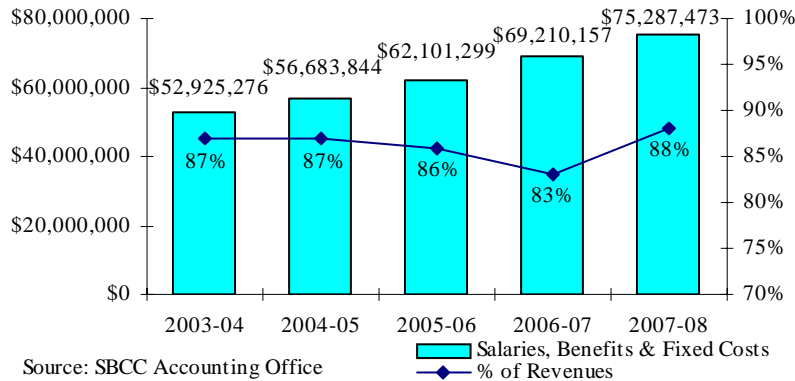
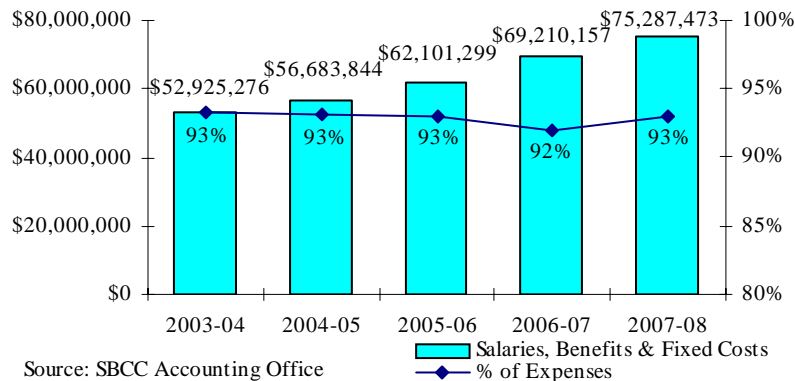


Figure VI.8 Salaries, Benefits & Fixed Costs as a Percentage of the Unrestricted General Fund Expenses 2003-04 to 2007-08



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

In 2004-05, 2005-06, and 2007-08, the percentage increase in the annual CPI for all products for the Southern California region exceeded the state COLA. However, in 2006-07, state COLA exceeded the annual CPI by nearly 3% (see Table VI.9).

Table VI.9 COLA and CPI 2004-05 to 2007-08

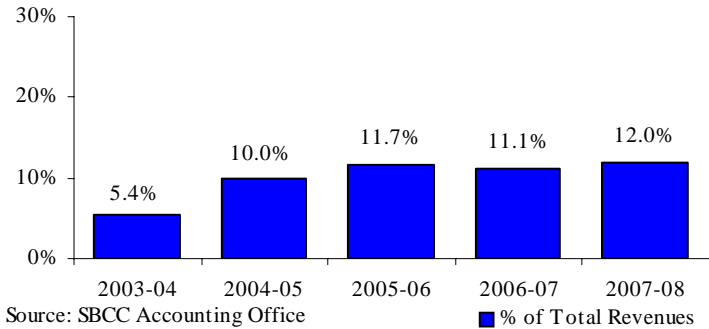
	2004-05	2005-06	2006-07	2007-08	4-Year Average
COLA	2.41%	4.23%	5.92%	4.53%	4.27%
CPI	3.61%	5.18%	2.94%	5.38%	4.28%

Source: SBCC Accounting Office

Capital Outlay Expenditures

The capital outlay expenditures as a percentage of total revenues (including general, equipment and construction funds) fluctuated only slightly since the low of 5.4% in 2003-04 to between 10% and 12% over the past four years (see Figure VI.10).

Figure VI.10 Capital Outlay Expenditures as a Percentage of Total Revenues (Restricted and Unrestricted Funds) 2003-04 to 2007-08



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

Total general fund balances as a percentage of total unrestricted general fund expenses have decreased significantly over the five-year period from a high of 52% in 2003-04 to a low of 28% in 2007-08. Figure VI.11 shows the fund balances as a percentage of unrestricted general fund expenditures and Table VI.12 shows actual fund balances. This decline indicates that the ability of the College to cover ongoing expenditures in cases of severe shortfalls has been eroded over the period.

Figure VI.11 Total Fund Balances as a Percentage of Unrestricted General Fund Expenditures 2003-04 to 2007-08

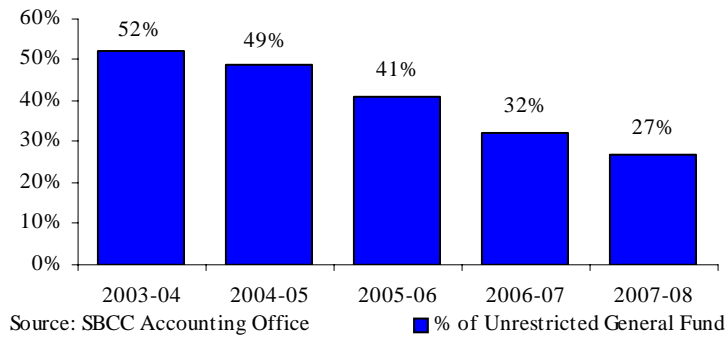


Table VI.12 Fund Balance (in thousands) 2003-04 to 2007-08

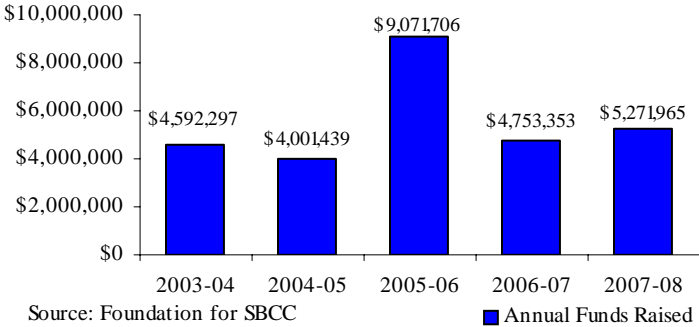
	2003-04	2004-05	2005-06	2006-07	2007-08
General	13,152	12,411	9,453	10,717	11,209
Equipment	5,851	6,315	6,343	5,020	4,307
Construction	10,441	11,443	11,738	11,153	7,085
Total	29,445	30,169	27,534	26,890	22,601
% of Expenses	52%	49%	41%	32%	27%

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. The total amount raised annually by the Foundation fluctuated somewhat over the last five years, ranging from \$4M in 2004-05 to \$5.3M in 2007-08. The large increase in 2005-06 to \$9.1M is due to a generous \$5M deferred gift from one donor (see Figure VI.13).

**Figure VI.13 Foundation Annual Funds Raised
2003-04 to 2007-08**



Key Areas of Institutional Effectiveness in the Area of Fiscal Support

During years of fiscal instability, the Board of Trustees and the administration avoided fiscal problems by diligently developing and administering the college budget. Between 2003-04 and 2007-08, California Community Colleges and SBCC experienced very good budgets with significant infusion of new money through the implementation of the SB 361 funding mechanism and the equalization of funding across the 72 California community college districts and 110 community colleges. From a total fund balance of over \$30 million at the end of 2001-02, the College started 2008-09 with a total ending balance of \$22.6 million and a bleak fiscal outlook. In 2008-09, as the State of California is grappling with a revenue shortfall of \$11 billion, SBCC has already experienced a decline in state funding. The fiscal outlook for 2009-10 is also of great concern as we expect another very difficult budget year.

College Action in the Area of Fiscal Support

In 2008-09, the College has reduced its operating expenses to meet the budget reductions effected by the State. The College will make concerted efforts to continue ongoing unrestricted general fund expenditure reductions in 2009-10 in order to achieve a balanced budget. 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.

**2007-2008 Report on the Comprehensive Accountability System
of Santa Barbara City College**

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

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www.sbcc.edu/institutionalresearch/

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