Santa Barbara City College

Dedicated to the Success of Each Student

Institutional Effectiveness
Annual Report
2013-2014

March, 2015

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Institutional Effectiveness
Annual Report

2013-2014

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

January, 2015

SANTA BARBARA COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES

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CHAPTER I: STUDENT LEARNING, ACHIEVEMENT AND DEVELOPMENT

Student Success Scorecard

In response to AB 1417 (2004, Pacheco), *Performance Framework for the Community Colleges,* from 2007 to 2012 the California Community Colleges Chancellor's Office produced the yearly Accountability Reporting for the Community Colleges (ARCC), to assess the success of students in meeting their educational goals. In 2013, the ARCC was replaced by the Student Success Scorecard which can be viewed at scorecard.cccco.edu. The scorecard is based on data submitted annually to the Chancellor's Office through the MIS (Management Information System). To explore the scorecard data in greater detail, including breakouts by gender, age, ethnicity, please visit SBCC's Tableau data site (Pipeline login required).

Momentum Point: Persistence

Percentage of degree, certificate and/or transfer-seeking students starting first time in 2007-08 tracked for six years through 2012-13 who enrolled in the first three consecutive terms. This metric is considered a milestone or momentum point; research shows that students with sustained enrollment are more likely to succeed.

Figure I.1 Student Success Scorecard: Persistence
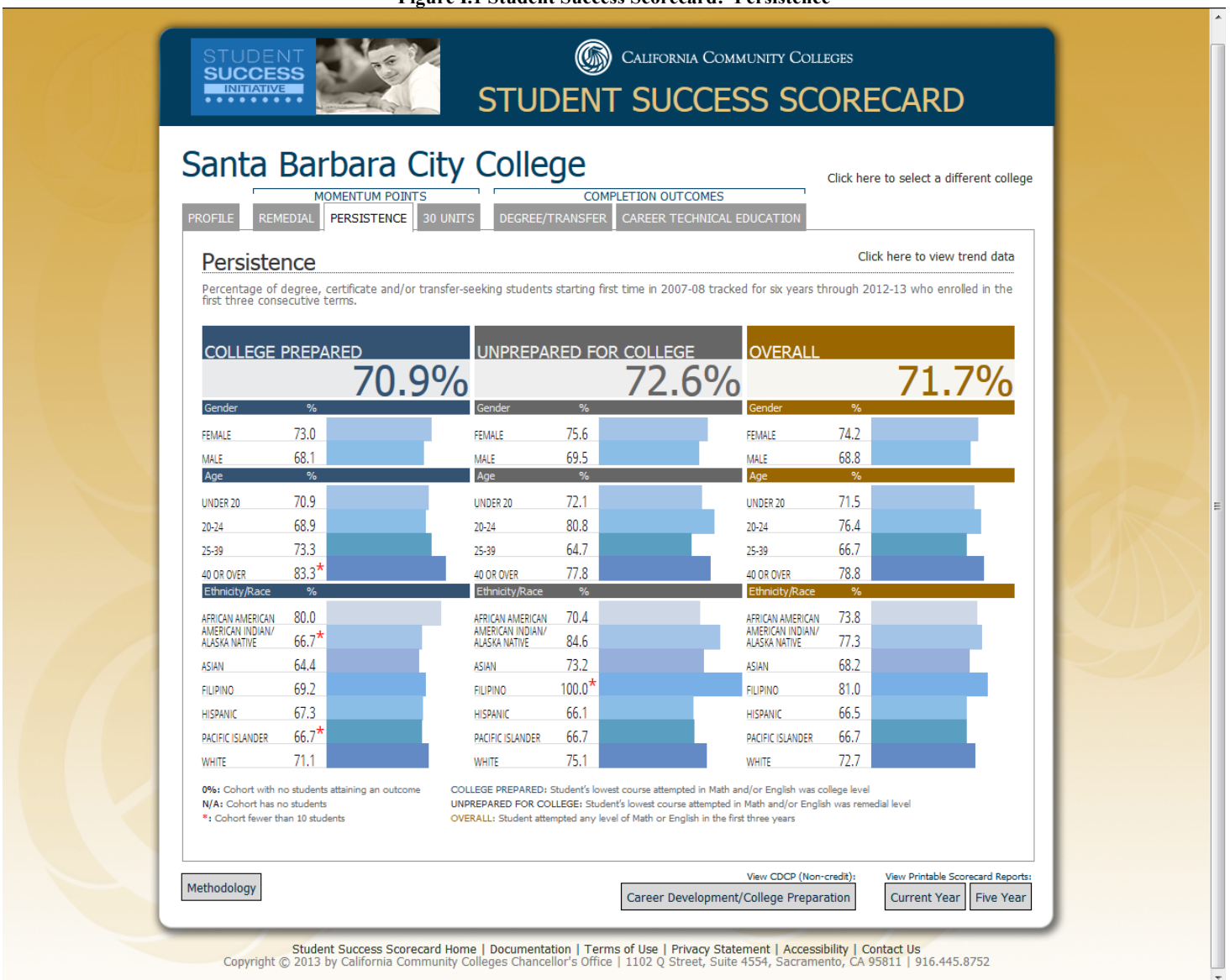
Momentum Point: 30 Units

Percentage of degree, certificate and/or transfer-seeking students starting first time in 2007-08 tracked for six years through 2012-13 who achieved at least 30 units. Credit accumulation, 30 units specifically, tends to be positively correlated with completion and wage gain.

Figure I.2 Student Success Scorecard: 30 Units
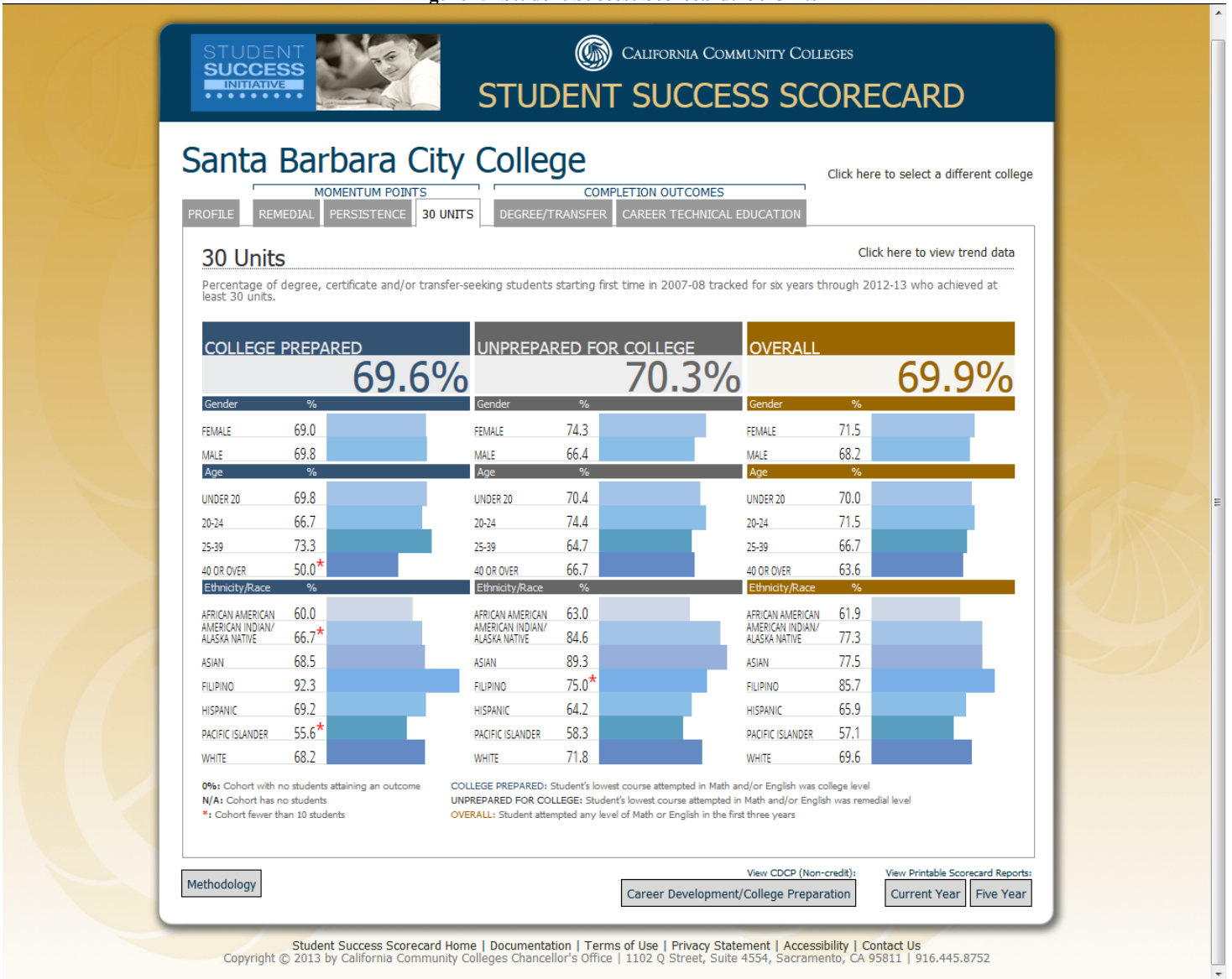
Momentum Point: Remedial

Percentage of credit students tracked for six years through 2012-13 who started first time in 2007-08 below transfer level in English, mathematics, and/or ESL and completed a college-level course in the same discipline. Note that because ENG 100, MATH 107, and MATH 111 are CSU-transferrable, they are considered college-level by the Chancellor's Office.

Figure I.3 Student Success Scorecard: Remedial Math, English, ESL

Completion Outcome: Degree/Transfer

Percentage of degree, certificate and/or transfer-seeking students starting first time in 2007-08 tracked for six years through 2012-13 who completed a degree, certificate or transfer-related outcomes.

Figure I.4 Student Success Scorecard: Completion

STUDENT SUCCESS INITIATIVE

CALIFORNIA COMMUNITY COLLEGES

STUDENT SUCCESS SCORECARD

Santa Barbara City College

Click here to select a different college

MOMENTUM POINTS				COMPLETION OUTCOMES	
PROFILE	REMEDIAL	PERSISTENCE	30 UNITS	DEGREE/TRANSFER	CAREER TECHNICAL EDUCATION

Completion

Click here to view trend data

Percentage of degree, certificate and/or transfer-seeking students starting first time in 2007-08 tracked for six years through 2012-13 who completed a degree, certificate or transfer-related outcomes.

COLLEGE PREPARED	UNPREPARED FOR COLLEGE	OVERALL
77.5%	**45.5%**	**62.3%**

Gender	%	Gender	%	Gender	%
FEMALE	81.4	FEMALE	51.1	FEMALE	67.1
MALE	73.6	MALE	40.2	MALE	57.6

Age	%	Age	%	Age	%
UNDER 20	78.2	UNDER 20	45.5	UNDER 20	63.6
20-24	73.3	20-24	52.6	20-24	60.2
25-39	66.7	25-39	37.3	25-39	43.9
40 OR OVER	33.3*	40 OR OVER	40.7	40 OR OVER	39.4

Ethnicity/Race	%	Ethnicity/Race	%	Ethnicity/Race	%
AFRICAN AMERICAN	66.7	AFRICAN AMERICAN	33.3	AFRICAN AMERICAN	45.2
AMERICAN INDIAN/ ALASKA NATIVE	77.8*	AMERICAN INDIAN/ ALASKA NATIVE	30.8	AMERICAN INDIAN/ ALASKA NATIVE	50.0
ASIAN	87.7	ASIAN	69.6	ASIAN	79.8
FILIPINO	84.6	FILIPINO	37.5*	FILIPINO	66.7
HISPANIC	73.1	HISPANIC	30.7	HISPANIC	44.7
PACIFIC ISLANDER	55.6*	PACIFIC ISLANDER	33.3	PACIFIC ISLANDER	42.9
WHITE	77.6	WHITE	53.3	WHITE	68.0

0%: Cohort with no students attaining an outcome
N/A: Cohort has no students
*: Cohort fewer than 10 students

COLLEGE PREPARED: Student's lowest course attempted in Math and/or English was college level
UNPREPARED FOR COLLEGE: Student's lowest course attempted in Math and/or English was remedial level
OVERALL: Student attempted any level of Math or English in the first three years

Methodology

View CDCP (Non-credit):
Career Development/College Preparation

View Printable Scorecard Reports:
Current Year | Five Year

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Completion Outcome: Career Technical Education

Percentage of students tracked for six years through 2012-13 who started first time in 2007-08 and completed more than eight units in courses classified as career technical education (or vocational) in a single discipline and completed a degree, certificate or transferred.

Figure I.5 Student Success Scorecard: Career Technical Education
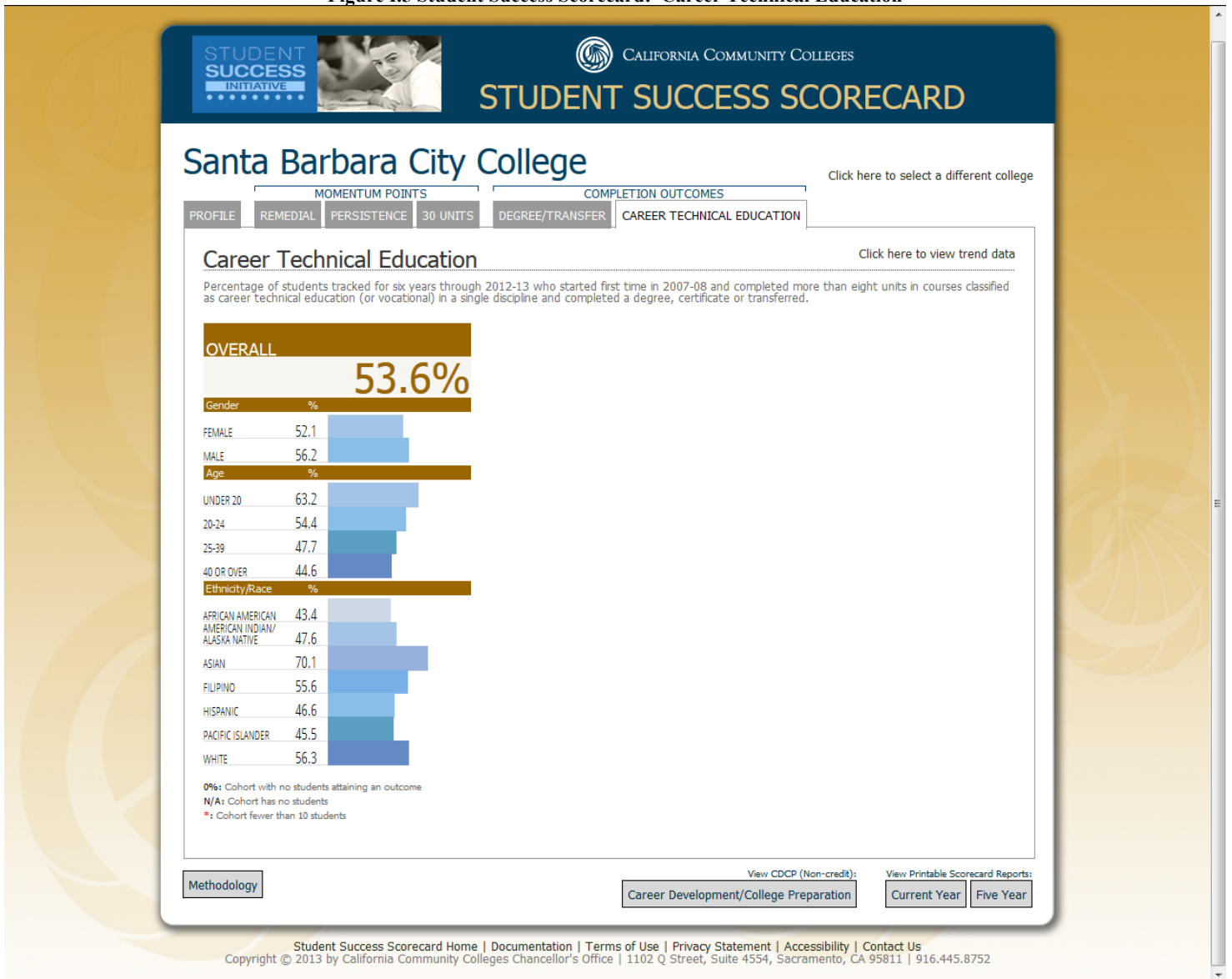
Preparation of First-Time Students

Students Placing Below College Level in English

The percentage of first-time students who took an assessment test and who placed below college level in English reading or writing has remained fairly steady over the last six years. Between 24% and 31% of first-time students placed into the college level English course, English 110: English Composition, or higher (see Figure I.6). To explore the assessment data in greater detail, please visit SBCC's Tableau data site (Pipeline login required).

Figure I.6 Percentage of First-Time Students Who Placed Below College-level in English - Summer/Fall

2007	2008	2009	2010	2011	2012	2013
69%	70%	73%	73%	74%	75%	76%
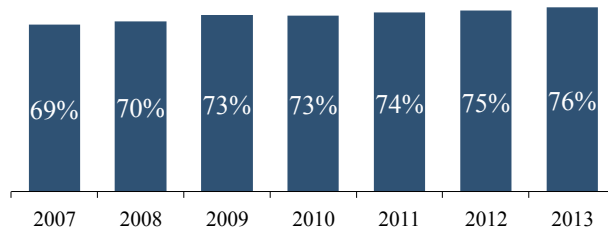
Source: Assessment Office

Students Placing Below College-Level in Math

The percentage of first-time students who took an assessment test and who placed below college level in math has remained fairly steady over the last six years. Between 24% and 29% of first-time students placed into the college level math course, Math 117: Elementary Statistics, or higher (see Figure I.7).

Figure I.7 Percentage of First-Time Students Who Placed Below College-level in Math - Summer/Fall

2007	2008	2009	2010	2011	2012	2013
76%	74%	75%	76%	73%	72%	72%
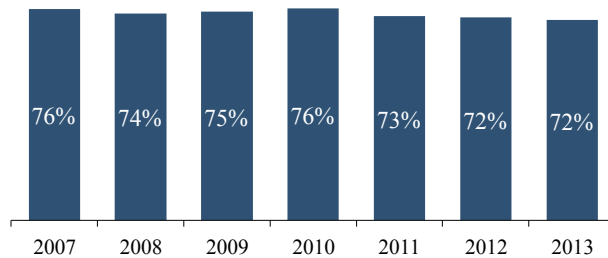
Source: Assessment Office

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 remained between 74% and 76% over the past 4 years, as shown in the two figures below. SBCC maintained higher successful course completion rates than the statewide average in all semesters.

Figure I.8 Fall Successful Course Completion Rates

Source: CCCCO
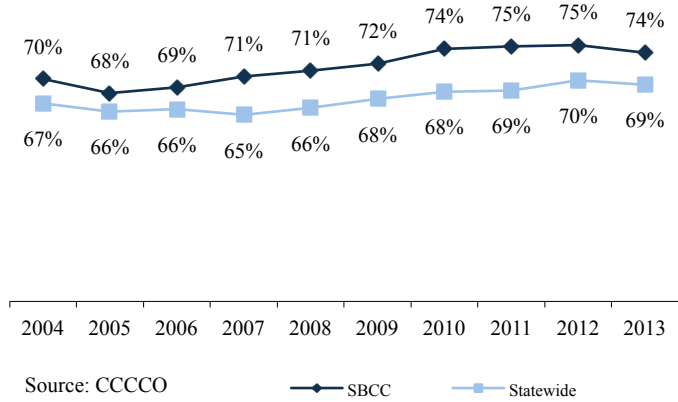
Figure I.9 Spring Successful Course Completion Rates

Source: CCCCO
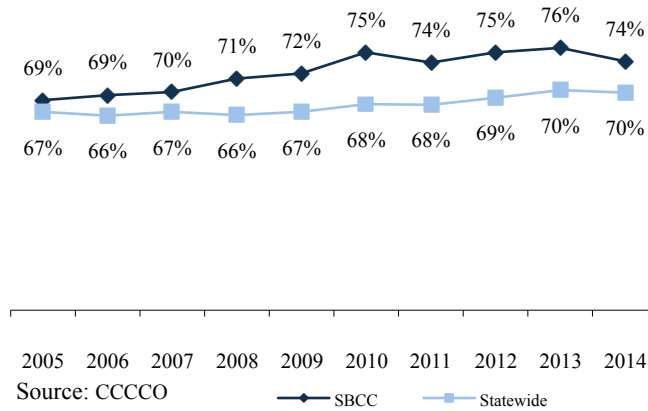
Successful Completion Rates in Transfer Courses

Successful completion rates in transfer courses increased from year to year in all semesters, with the exception of Spring 2011. Successful completion rates in transfer courses were slightly higher for SBCC than the statewide average in all semesters (see Figures I.10 & I.11).

Figure I.10 Successful Completion Rates in Transfer Courses - Fall

Source: CCCCO   SBCC   Statewide
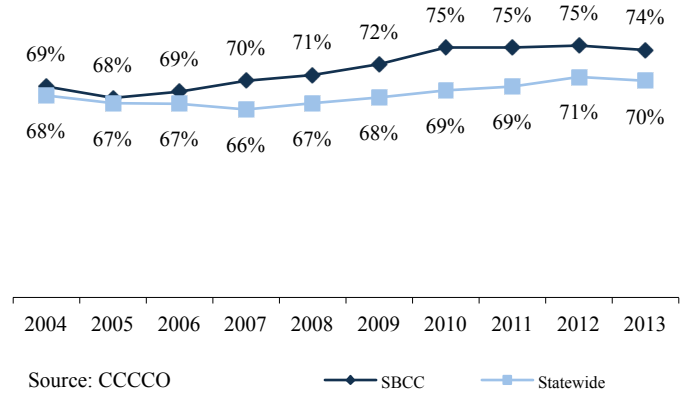
Figure I.11 Successful Completion Rates in Transfer Courses - Spring

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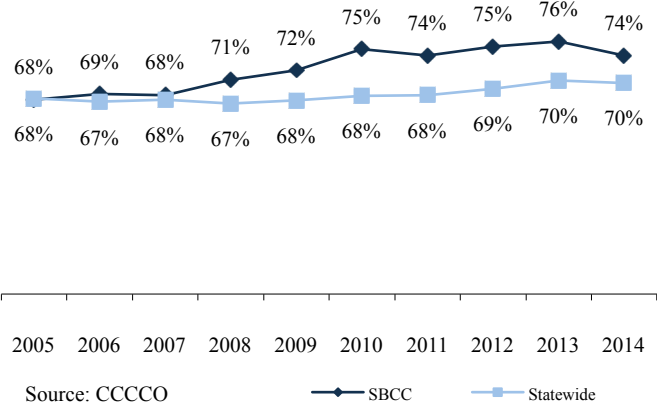
Successful Completion Rates in Basic Skills Courses

The successful completion rate in all Basic Skills courses has remained between 62% and 69% in Fall semesters, and between 59% and 66% in Spring semesters. Successful completion rates in basic skills courses remain higher for SBCC than the statewide average. However, the statewide average has increased over the last five years, while SBCC's rates have remained virtually the same (see Figures I.12 & I.13).

Figure I.12 Successful Completion Rates in Basic Skills Courses - Fall

Source: CCCCO
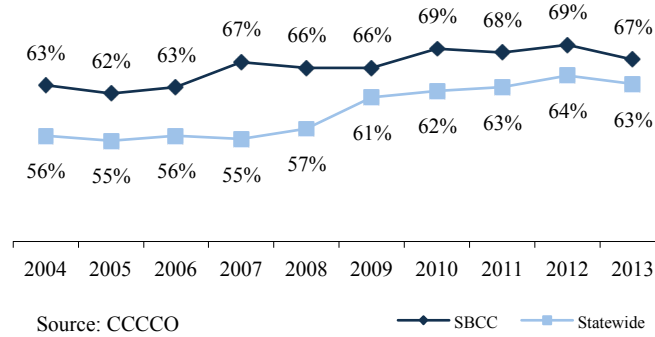
Figure I.13 Successful Completion Rates in Basic Skills Courses - Spring

Source: CCCCO

18
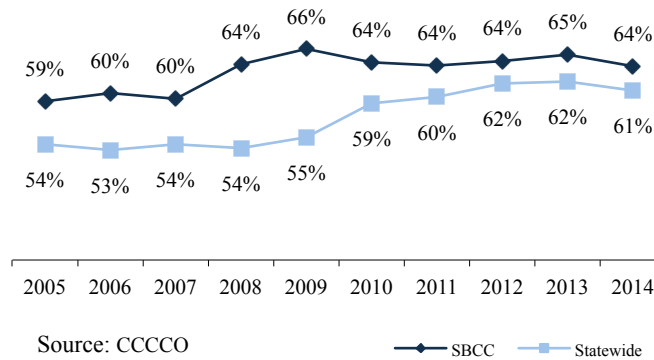
Successful Completion Rates in Career Technical Courses

The successful completion rate in all career technical courses has remained fairly stable across fall and spring semesters, ranging from 76% to 80%. Successful completion rates in career technical courses were higher for SBCC than the statewide average in every semester (see Figures I.14 & I.15).

Figure I.14 Successful Completion Rates in Career Technical Courses - Fall

SBCC: 79% 77% 77% 77% 77% 76% 79% 79% 80% 78%
Statewide: 68% 67% 67% 66% 72% 72% 73% 73% 74% 74%

2004 2005 2006 2007 2008 2009 2010 2011 2012 2013

Source: CCCCO   ◆ SBCC   ■ Statewide
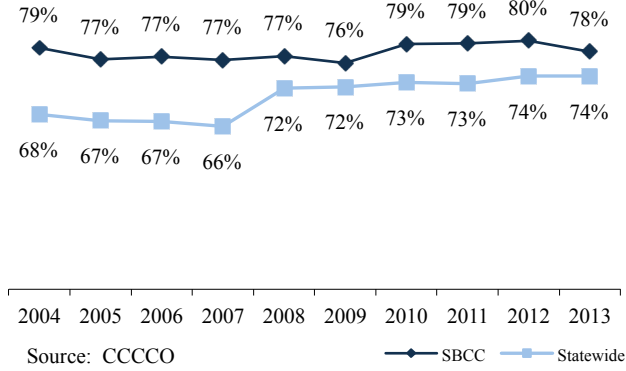
Figure I.15 Successful Completion Rates in Career Technical Courses - Spring

SBCC: 78% 78% 78% 78% 77% 78% 78% 78% 79% 77%
Statewide: 68% 67% 68% 67% 73% 73% 73% 73% 75% 74%

2005 2006 2007 2008 2009 2010 2011 2012 2013 2014

Source: CCCCO   ◆ SBCC   ■ Statewide

19
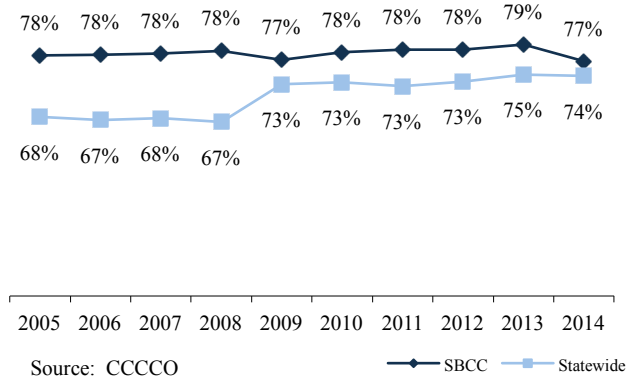
Successful Completion Rates in Alternative Instruction vs. Traditional Courses

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 ten years. Traditional courses include all courses that meet on weekdays for at least 16 weeks, and are not online or work experience/independent study.

Figure I.16 Annual Successful Completion Rates in Alternative Instruction vs. Traditional Courses

Source: SBCC Student Information System
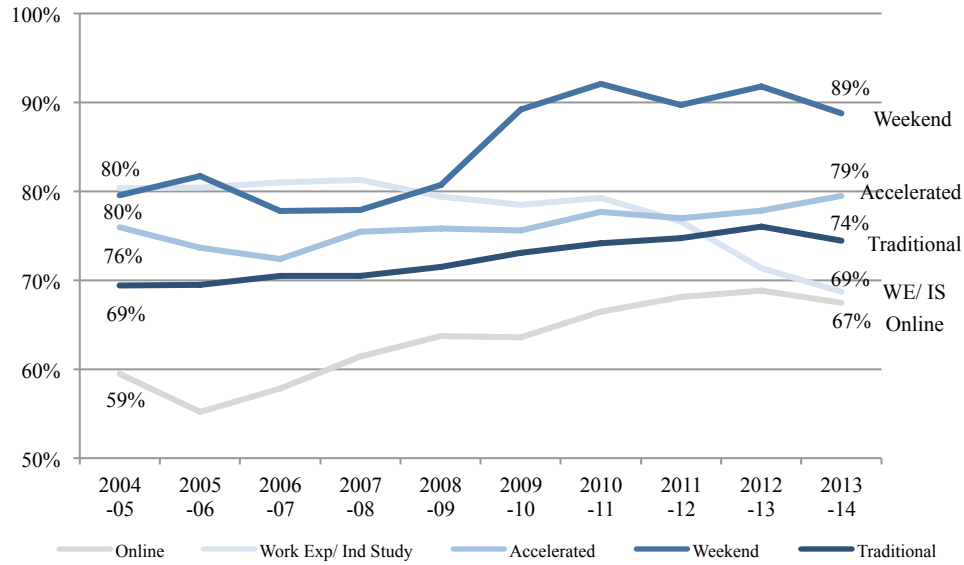
In order to provide a more comparable view of success in the online courses, success rates were calculated for those online courses where the same course was also offered in the traditional face-to-face format. The success rates in this subset of online courses are then compared with the success rates in the comparable face-to-face classes. While success rates in online courses are consistently lower than in comparable courses offered face-to-face, the difference has been decreasing (see Figures I.17 & I.18).

Figure I.17 Successful Completion Rates Online vs. Face-to-Face - Fall

Source: SBCC Student Information System
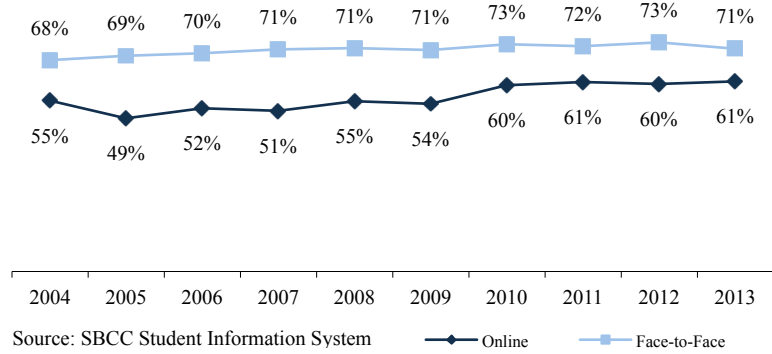
Figure I.18 Successful Completion Rates Online vs. Face-to-Face - Spring

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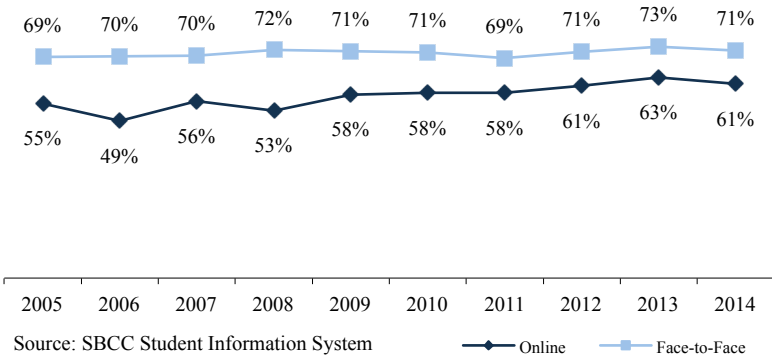
Students on Academic or Progress Probation or Disqualification and Their Transition to Good Standing

The percentage of all students who ended the term on academic or progress probation or disqualification is slightly lower in Fall semesters compared to Spring (see Figures I.19 & I.20).

Figure I.19 Students on Academic or Progress Probation or Disqualification - Fall

Source: SBCC Student Information System   Students on Probation   % on Probation
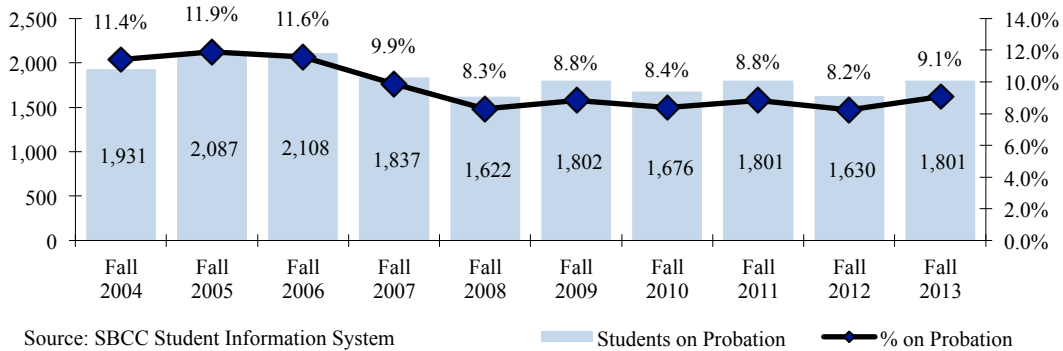
Figure I.20 Students on Academic or Progress Probation or Disqualification - Spring

Source: SBCC Student Information System   Students on Probation   % on Probation

22
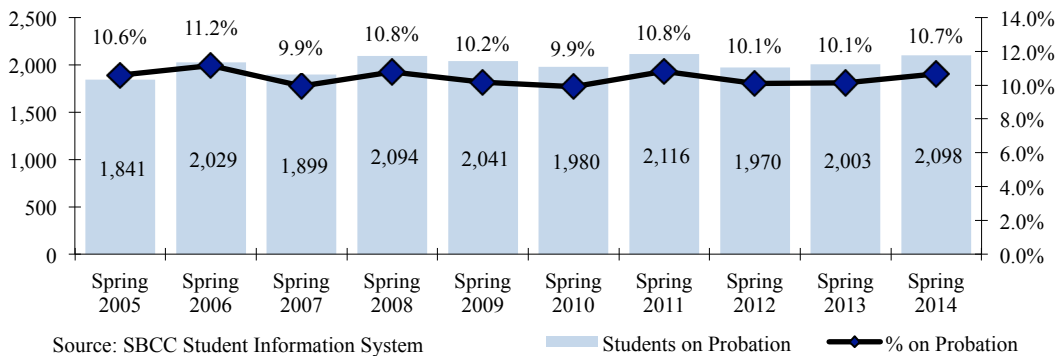
More students transition to good standing from Fall to Spring semesters than from Spring to Fall semesters (see Figures I.21 & I.22).

Figure I.21 Fall Students on Academic or Progress Probation or Disqualification Transitioning to Good Standing by the Following Spring Semester

Source: SBCC Student Information System

Legend:
- Transitioned to Good Standing by the Following Spring
- % Transitioned to Good Standing by the Following Spring

Data (bar / %): F04 - S05: 625 / 32.4%; F05 - S06: 591 / 28.3%; F06 - S07: 360 / 17.1%; F07 - S08: 391 / 21.3%; F08 - S09: 345 / 21.3%; F09 - S10: 416 / 23.1%; F10 - S11: 391 / 23.3%; F11 - S12: 424 / 23.5%; F12 - S13: 404 / 24.8%; F13 - S14: 498 / 27.7%
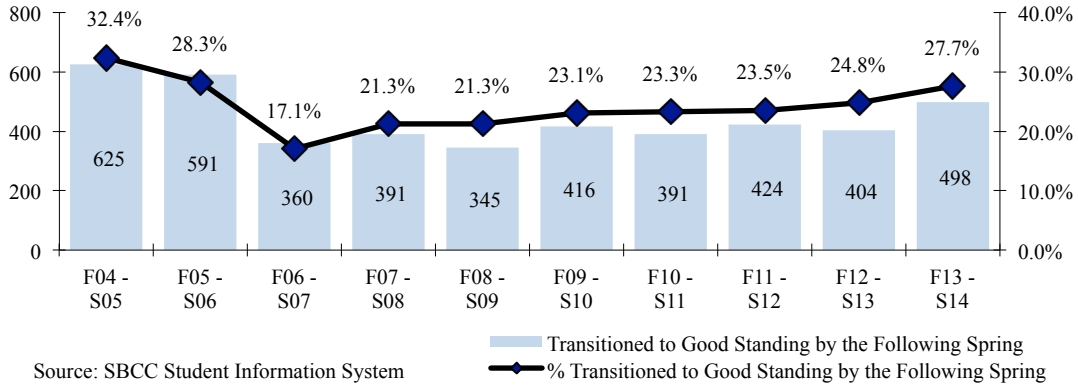
Figure I.22 Spring Students on Academic or Progress Probation or Disqualification Transitioning to Good Standing by the Following Fall Semester

Source: SBCC Student Information System

Legend:
- Transitioned to Good Standing by the Following Spring
- % Transitioned to Good Standing by the Following Spring

Data (bar / %): S05-F05: 221 / 12.0%; S06-F06: 250 / 12.3%; S07-F07: 347 / 18.3%; S08-F08: 394 / 18.8%; S09-F09: 359 / 17.6%; S10-F10: 345 / 17.4%; S11-F11: 391 / 18.5%; S12-F12: 324 / 16.4%; S13-F13: 360 / 18.0%; S14-F14: 234 / 11.2%
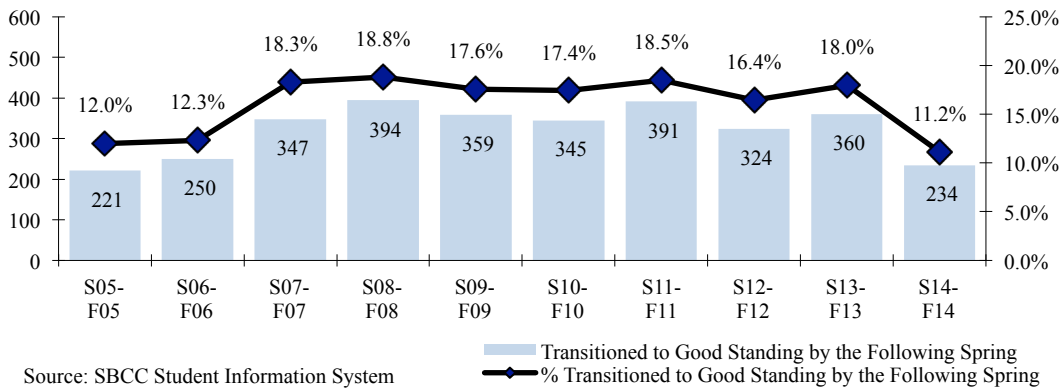
Progression through and Completion of the Basic Skills Course Sequence (English, Math and ESL)

The percentage of students in basic skills courses who subsequently transition into college-level work remains an area of concern. In English, 66% of the students new to the College who enrolled in a basic skills course in Fall 2011 enrolled in a higher level course in the same area of study within three years, and 55% successfully completed at least one higher level course within the same time frame. Forty-nine percent enrolled in the English college-level course (ENG 110) within three years, and 46% completed the course successfully (see Figure I.23).

Figure I.23 English Basic Skills Students Transition to College Level within 3 Years

Source: SBCC Student Information System

| | Fall 2007 N=1,196 | Fall 2008 N=1,661 | Fall 2009 N=1,475 | Fall 2010 N=1,315 | Fall 2011 N=1,413 |
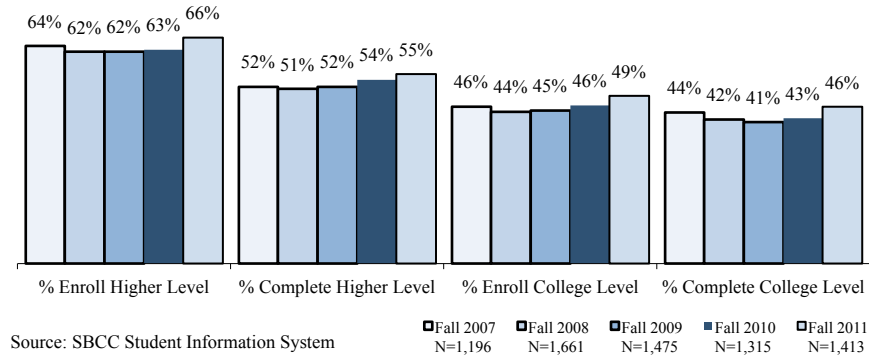
In mathematics, 55% of the students new to the College who enrolled in a basic skills math course in Fall 2011 enrolled in a higher level math course within three years, and 42% successfully completed at least one such course. Thirty-one percent enrolled in a college level math course within three years, and 28% completed the course successfully (see Figure I.24).

Figure I.24 Math Basic Skills Students Transition to College Level within 3 Years

Source: SBCC Student Information System

| | Fall 2007 N=1,227 | Fall 2008 N=1,409 | Fall 2009 N=1,134 | Fall 2010 N=980 | Fall 2011 N=1,038 |

24
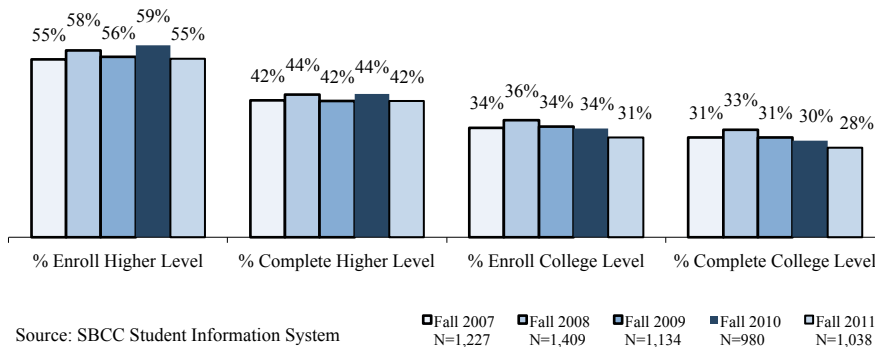
In ESL, 43% of the students new to the College in Fall 2011 who enrolled in at least one ESL course in levels 1-4, subsequently enrolled in a level 5 ESL course within three years, and 39% successfully completed this course within the same time frame (see Figure I.25).

Figure I.25 ESL Level 1-4 Students Transition to
Level 5 within 3 Years

Source: SBCC Student Information System

| | Fall 2007 N=372 | Fall 2008 N=446 | Fall 2009 N=273 | Fall 2010 N=233 | Fall 2011 N=251 |
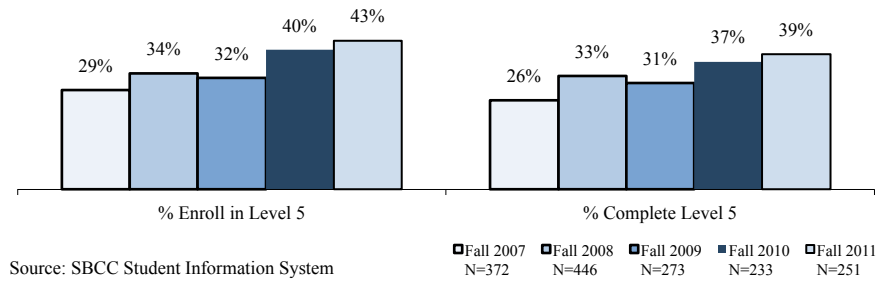
Semester and Cumulative GPA of Full-Time Students

The average and median semester GPAs and cumulative GPAs of full-time students increased over the last ten years (see Figure I.26).

Figure I.26 Semester and Cumulative GPA of Full-time Students

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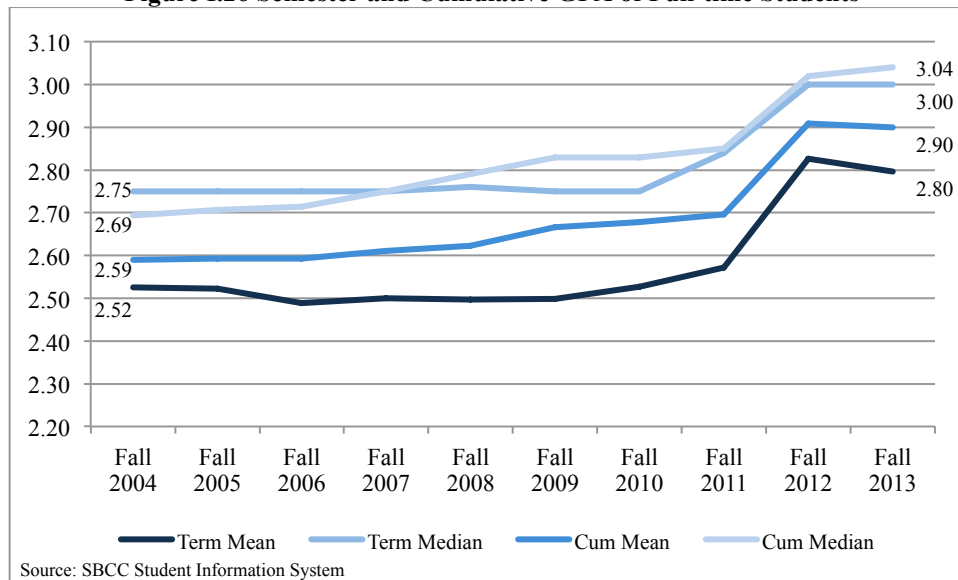
Persistence Rates of First-Time, Full-Time Students

The first-to-second semester and first-to-fourth semester persistence rates of first-time, full-time students have remained fairly stable in recent years (see Figures I.27 and I.28).

**Figure I.27 Persistence Rates of First-Time, Full-Time Students
Fall to Next Spring**
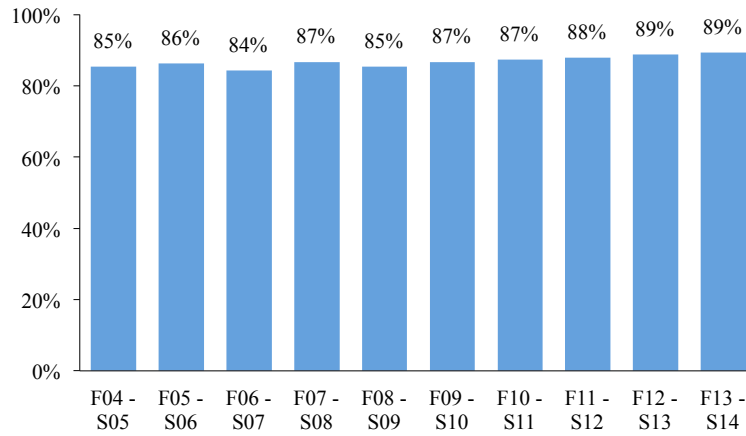
Source: SBCC Student Information System

**Figure I.28 Persistence Rates of First-Time, Full-Time Students
First to Fourth Semester**

Source: SBCC Student Information System

26
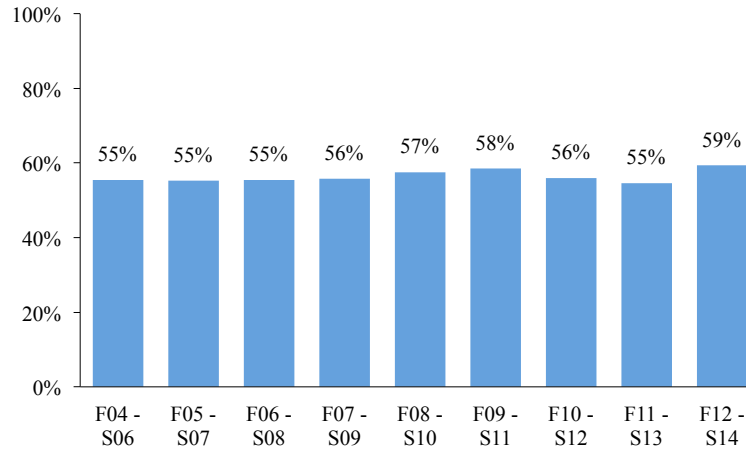
Degrees and Certificates Awarded

Degree awards increased noticeably in the last four years (see Figure I.29).

Figure I.29 Number of Degrees Awarded by Type

Source: SBCC Student Information System — AA, AA-T, AS, AS-T
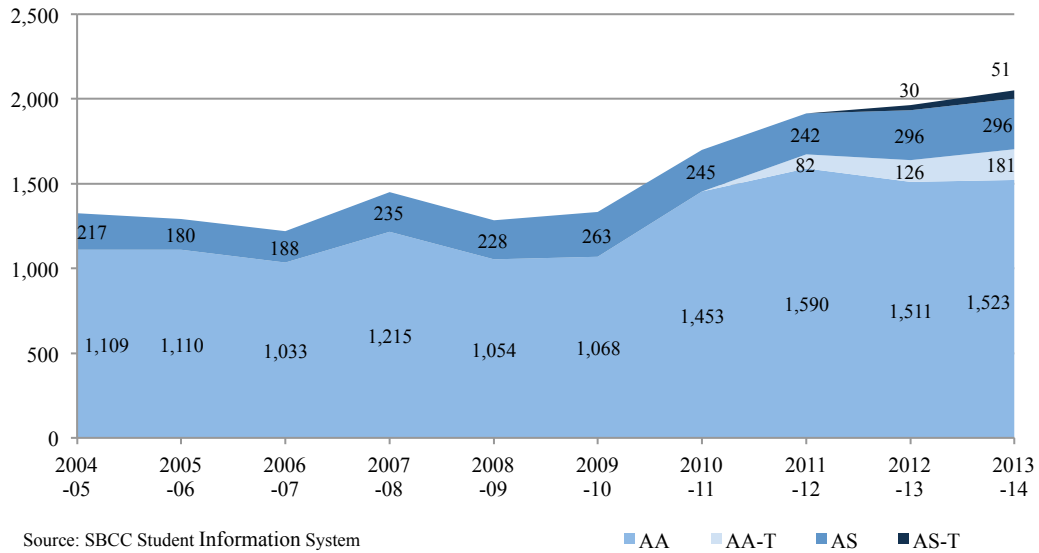
Certificate awards have remained around 1,000 annually since 2008-09. The large increase in 2008-09 reflects the addition of the IGETC and CSU Breadth certificates (see Figure I.30).

Figure I.30 Number of Certificates Awarded by Type

Source: SBCC Student Information System — 6 to <18 units, 18 to <30 units, 30 to <60 units, 60+ units

27
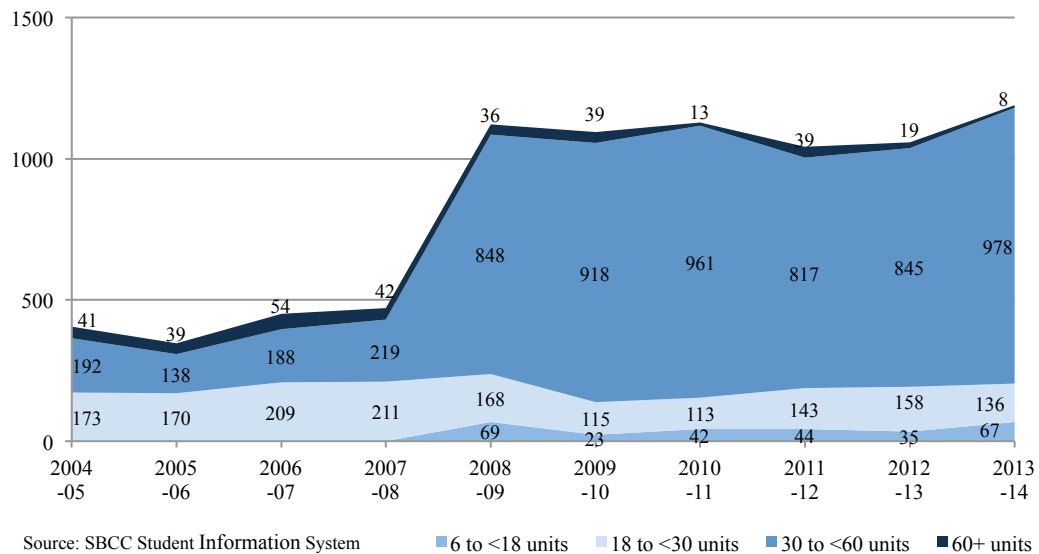
Transfers to Four Year Institutions

Transfers to UC and CSU

From 2008-09 to 2013-14, the total number of students transferring annually from SBCC to UC and CSU campuses remained around 1,000. 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.31).

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 for two years, 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.31 Annual Transfers to UC and CSU

Year	UC	CSU	Total
2004-05	536	423	959
2005-06	611	495	1,106
2006-07	582	442	1,024
2007-08	557	530	1,087
2008-09	545	442	987
2009-10	611	351	962
2010-11	673	499	1,172
2011-12	582	531	1,113
2012-13	527	461	988
2013-14	536	487	1,023

Source: Chancellor's Office
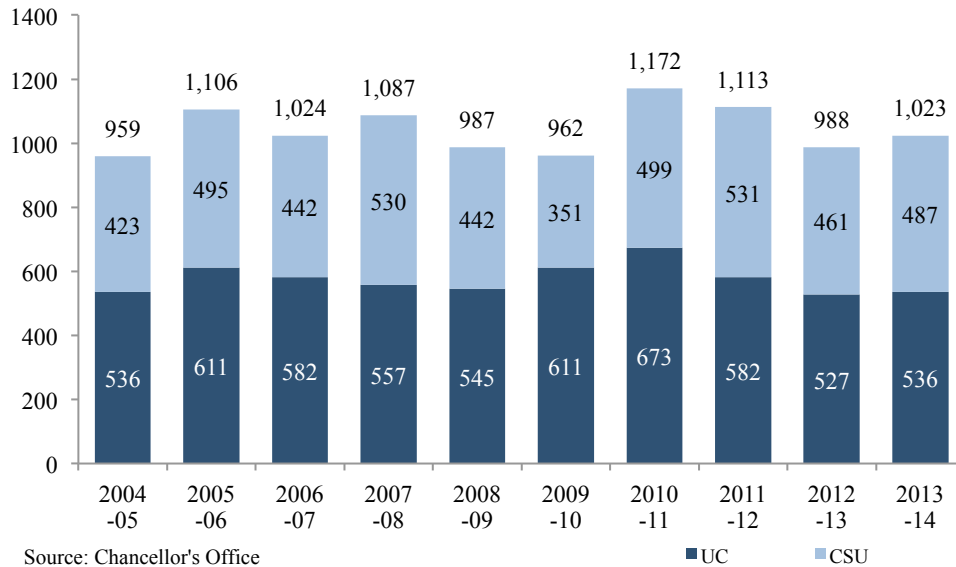
Transfers to Other Four-year Institutions

The number of students transferring to in-state private and out-of-state institutions increased in 2008-09 and 2009-10, as shown in Figure 1.32. 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 for 2008-09 is University of Oregon.

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). These data are provided by the Chancellor's Office.

**Figure I.32 Transfers to In-state Private and Out-of-State
Four-year Institutions**

Source: Chancellor's Office   ■ In-State Private ■ Out-Of-State

29
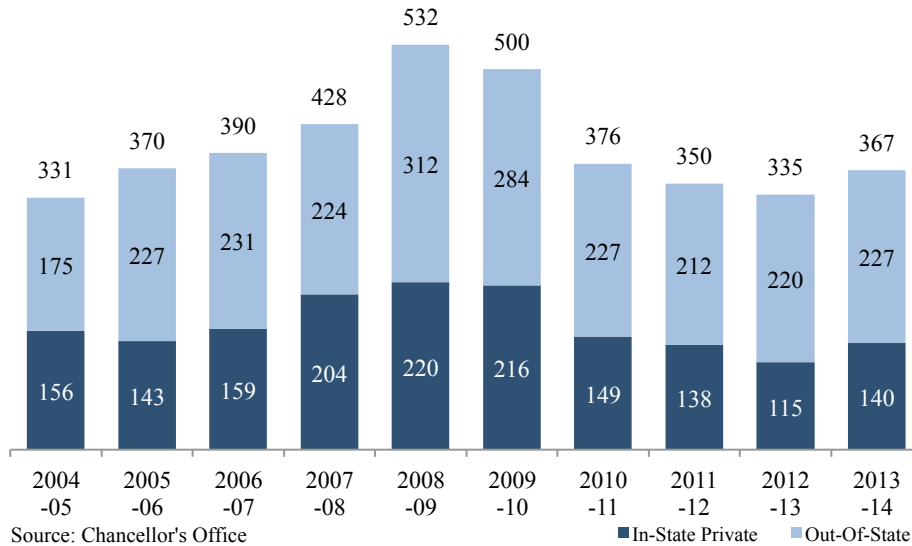
Student Right-to-Know Act Completion and Transfer Rates

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 is obtaining a certificate, degree or transfer. These cohorts are tracked for a three-year period. SBCC consistently surpassed the statewide rates in both completion and transfer rates calculated with this methodology (see Figures I.33 and I.34).

Figure I.33 Student Right-to-Know Completion Rates

Source: CCCCO
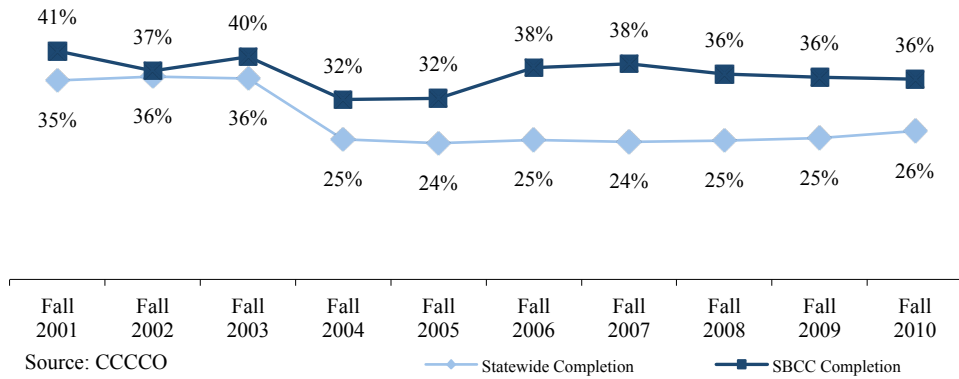
Figure I.34 Student Right-to-Know Transfer Rates

Source: CCCCO

30
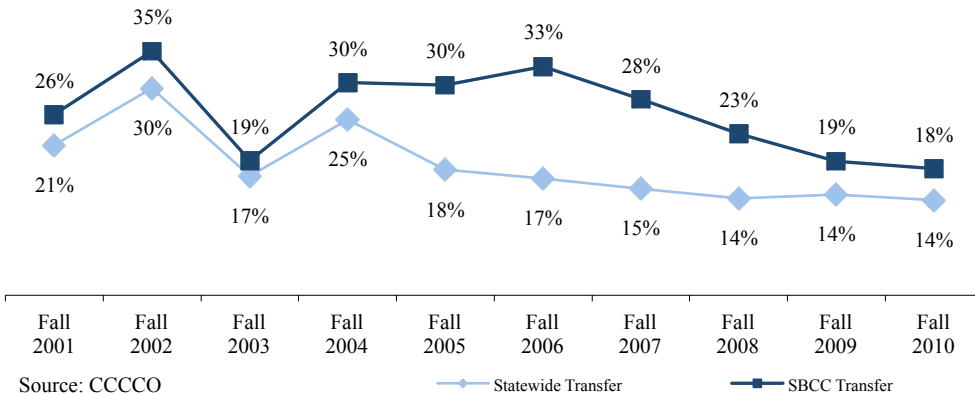
Number of Hours Students Study per Course per Week

Every three to five years, the College conducts a comprehensive survey of students' college experiences to determine the level of satisfaction with various aspects of 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, Spring 2008, and Spring 2013. Students' self-reported hours of study per course per week were similar in 2005 and 2013, but decreased in 2008 (see Figure I.35).

Figure I.35 Number of Study Hours per Course per Week
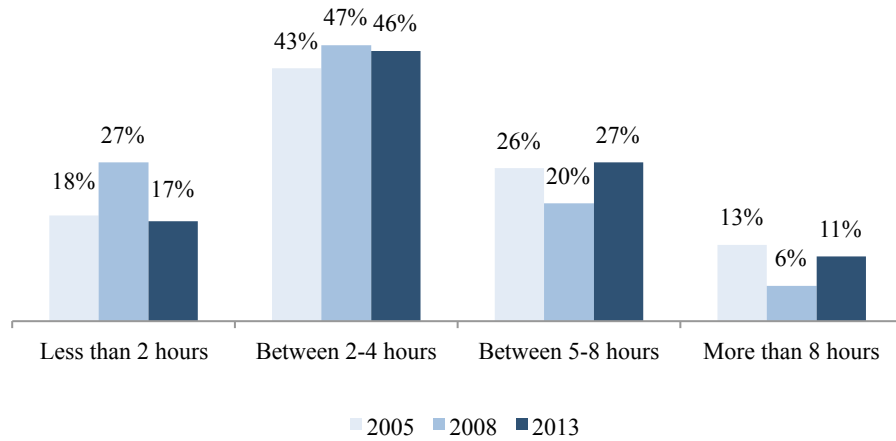
Continuing Education Students Receiving General Educational Development (GED)

The number of GED completers fluctuated slightly across the period, ranging from 72 to 137. 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 (see Figure I.36).
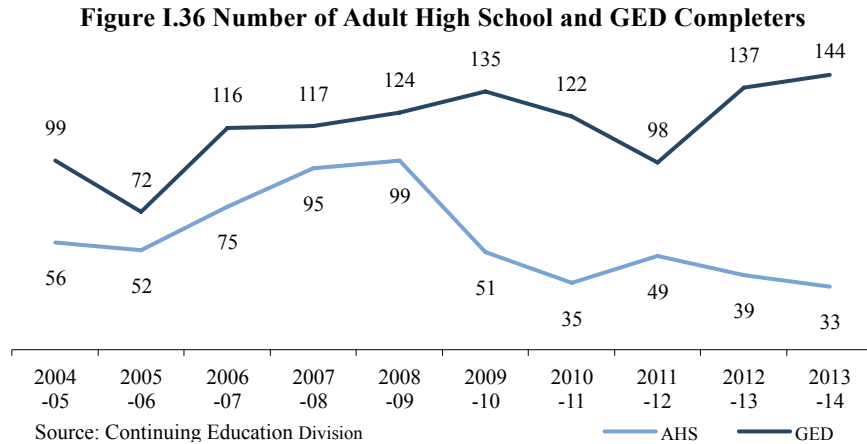
Figure I.36 Number of Adult High School and GED Completers

Source: Continuing Education Division   AHS — GED

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 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 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. Decreases in 2010-11, 2011-12, 2012-13, and 2013-14 are due to budgetary restrictions and reductions in the number of course offerings.

Figure II.1 Annual FTES

Source: SBCC Student Information System — Credit Non-CA — Non-Credit — Credit CA
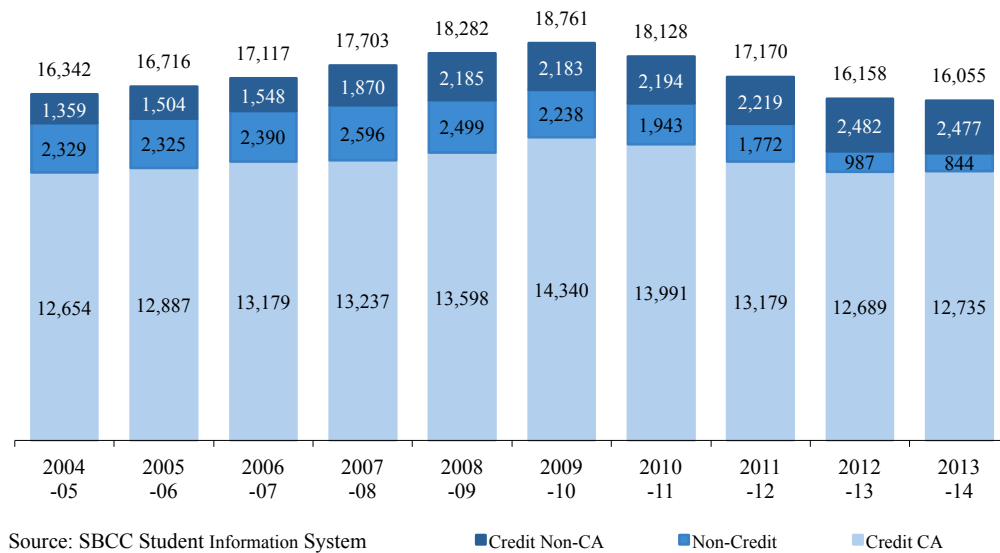
FTES by Core Mission Category

The majority of FTES are in credit transferrable courses, followed by non-credit and basic skills courses (see Figure II.2).

Figure II.2 FTES by Core Mission Category
2007-08 to 2011-12

	2007-08	2008-09	2009-10	2010-11	2011-12
Non-Credit	15%	14%	12%	11%	11%
Credit CTE	5%	4%	4%	4%	3%
Credit Basic Skills	8%	9%	8%	9%	8%
Credit Transferrable	72%	72%	74%	76%	77%

Legend: ■ Credit Transferrable ■ Credit Basic Skills ■ Credit CTE ■ Credit Other (about 1%) ■ Non-Credit

Source: CCFS-320

34
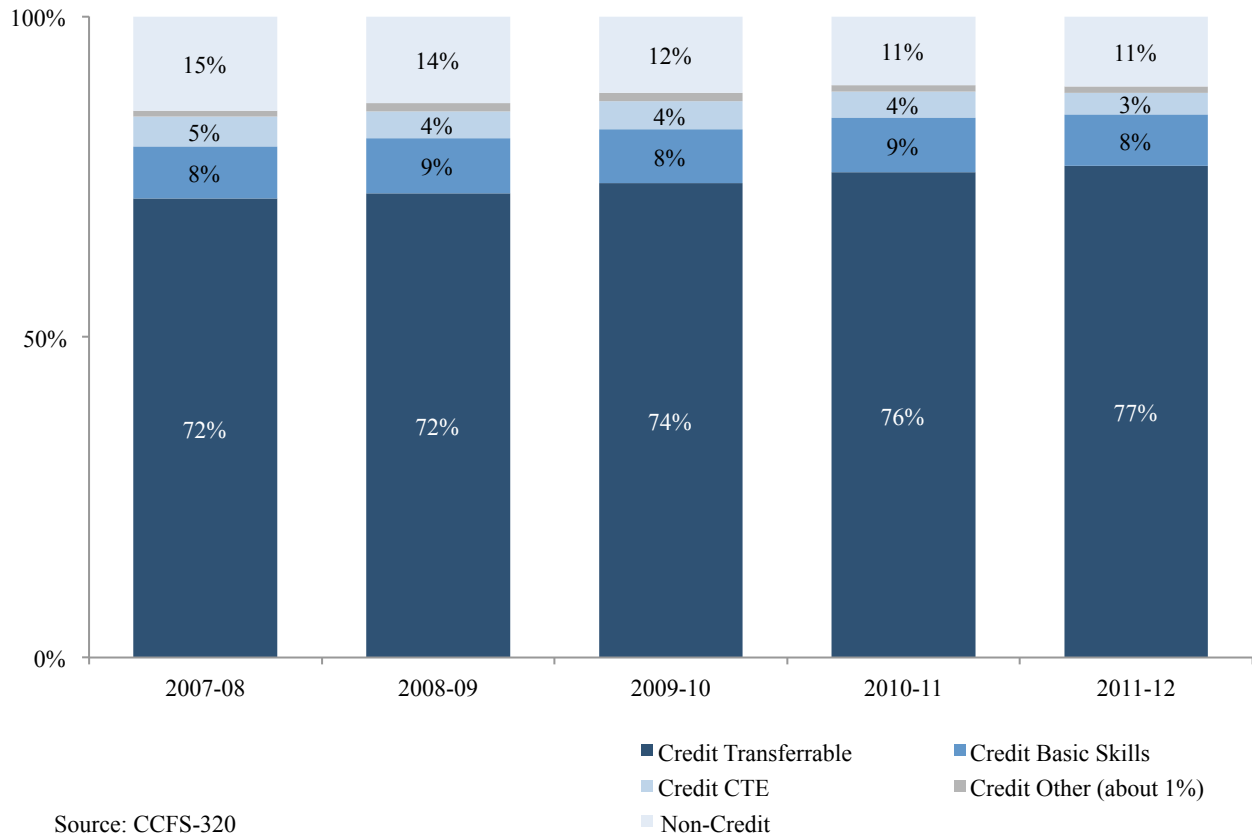
Credit Division

Credit Student Headcount

The credit student headcount has remained between 19,500 and 20,500 over the last six years (see Figures II.3 and II.4). The slowed enrollment growth was intentional, due to the need to reduce section offerings as a result of state budget reductions.

Figure II.3 Credit Student Headcount - Fall

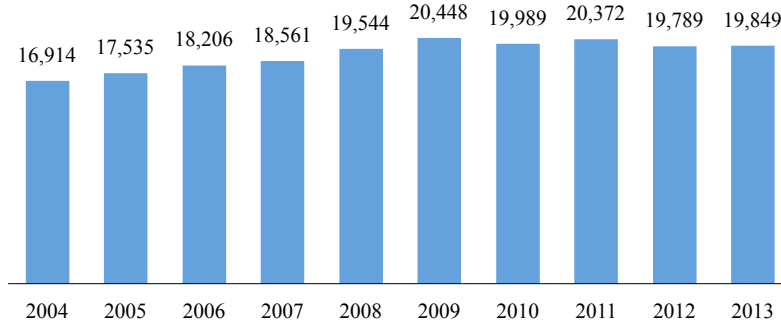| Year	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Headcount	16,914	17,535	18,206	18,561	19,544	20,448	19,989	20,372	19,789	19,849

Source: SBCC Student Information System

Figure II.4 Credit Student Headcount - Spring

Year	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Headcount	17,406	18,195	19,129	19,455	20,071	20,004	20,191	19,542	19,796	19,663
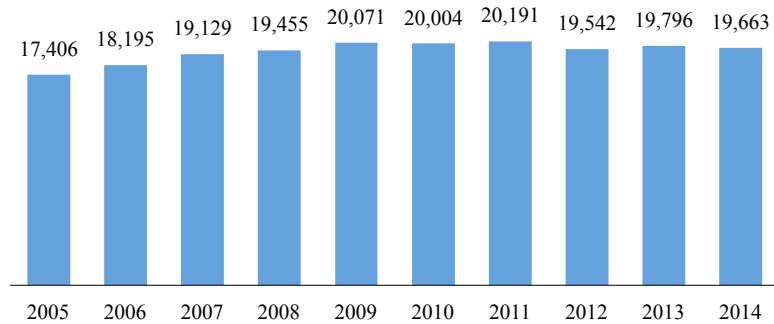
Source: SBCC Student Information System

Full-Time Credit Student Headcount

Full-time students (enrolled in 12 or more units) represent between 35% and 40% of all students.
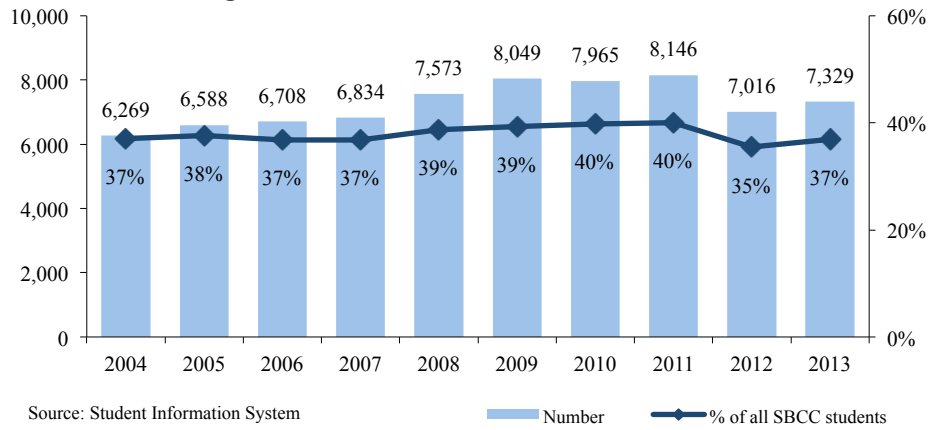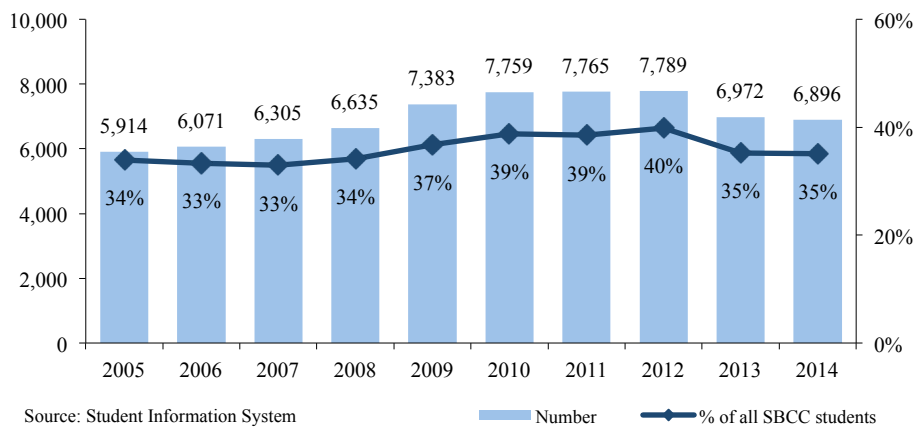
Figure II.5 Full-Time Student Headcount - Fall

Year	Number	% of all SBCC students
2004	6,269	37%
2005	6,588	38%
2006	6,708	37%
2007	6,834	37%
2008	7,573	39%
2009	8,049	39%
2010	7,965	40%
2011	8,146	40%
2012	7,016	35%
2013	7,329	37%

Source: Student Information System

Figure II.6 Full-Time Student Headcount - Spring

Year	Number	% of all SBCC students
2005	5,914	34%
2006	6,071	33%
2007	6,305	33%
2008	6,635	34%
2009	7,383	37%
2010	7,759	39%
2011	7,765	39%
2012	7,789	40%
2013	6,972	35%
2014	6,896	35%

Source: Student Information System

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High School Students Attending SBCC Credit Division

The Dual Enrollment Program has expanded significantly since its inception in fall 1999, as 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. High school students attending classes offered by SBCC represent between 9% and 12% of the total unduplicated student headcount (see Figure II.7).

Figure II.7 High School Student Headcount - Fall

Source: SBCC Student Information System
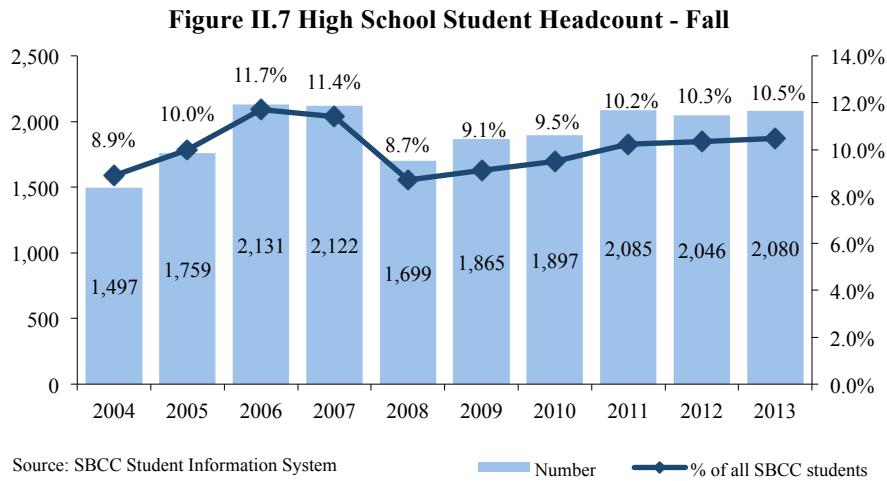
First-Time Credit Division SBCC Students from the District's Local High Schools (San Marcos, Santa Barbara, Dos Pueblos, Carpinteria and Bishop)
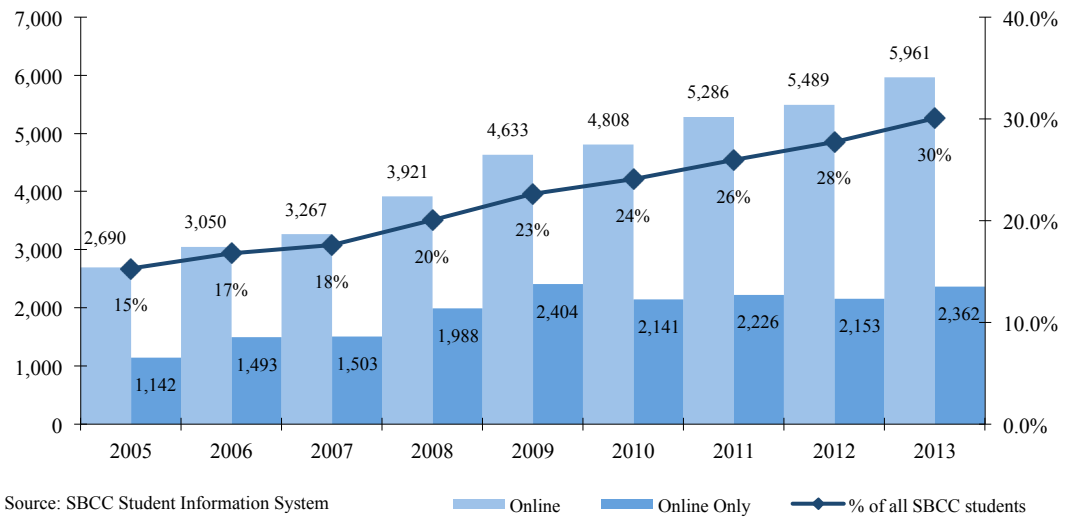
The percentage of local high school graduates enrolling as first-time freshmen at SBCC has decreased gradually over the last five years (see Figure II.8). The fall semester in which these students enroll as first-time freshmen does not necessarily follow immediately after the semester in which they graduated from high school.

Figure II.8 New Students from the District's Local High Schools

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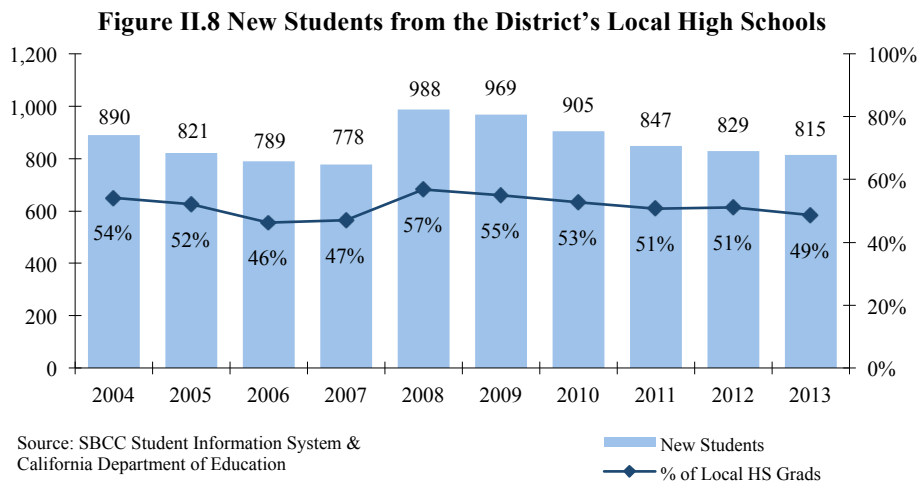
Online Student Headcount - Credit Division

Online student enrollment has increased steadily over the last nine years, representing 30% of all SBCC students by fall 2013. The number of students enrolled fully online only has leveled off to a little over 2,000 each fall semester (see Figure II.9).

Figure II.9 Online Student Headcount - Fall

Year	Online	Online Only	% of all SBCC students
2005	2,690	1,142	15%
2006	3,050	1,493	17%
2007	3,267	1,503	18%
2008	3,921	1,988	20%
2009	4,633	2,404	23%
2010	4,808	2,141	24%
2011	5,286	2,226	26%
2012	5,489	2,153	28%
2013	5,961	2,362	30%

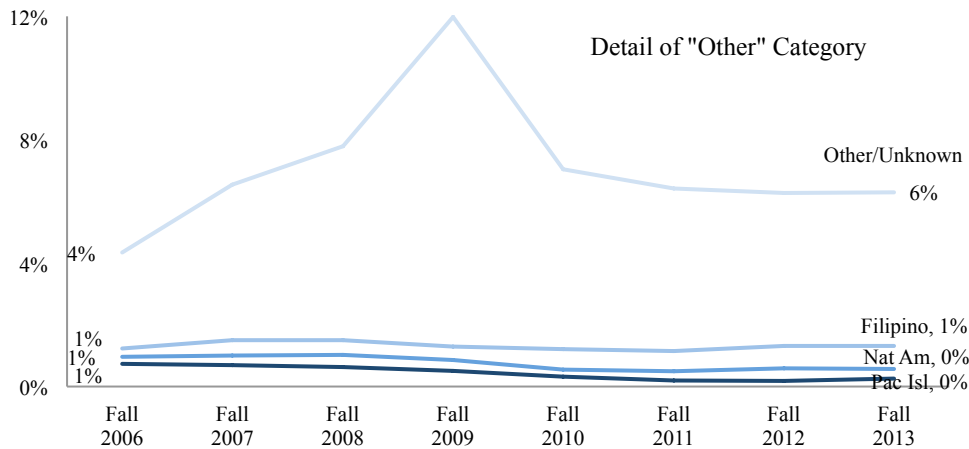Source: SBCC Student Information System

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 "unknown" 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.

Figure II.10 Credit Student Ethnic Composition Fall 2008 – Fall 2012
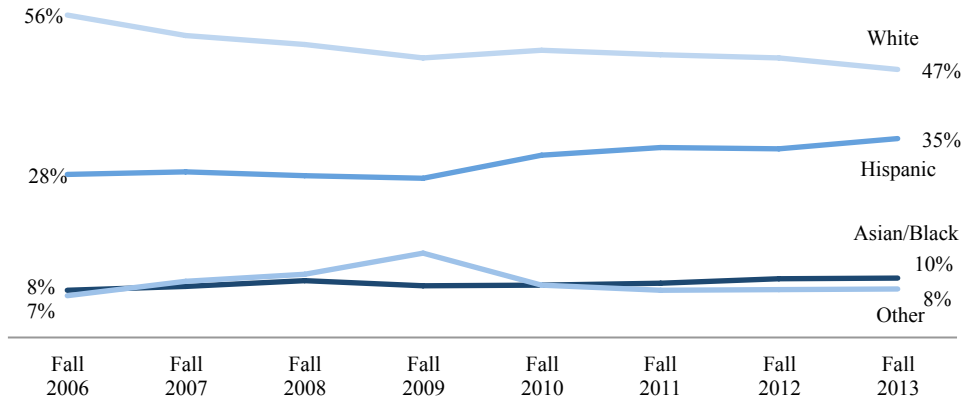
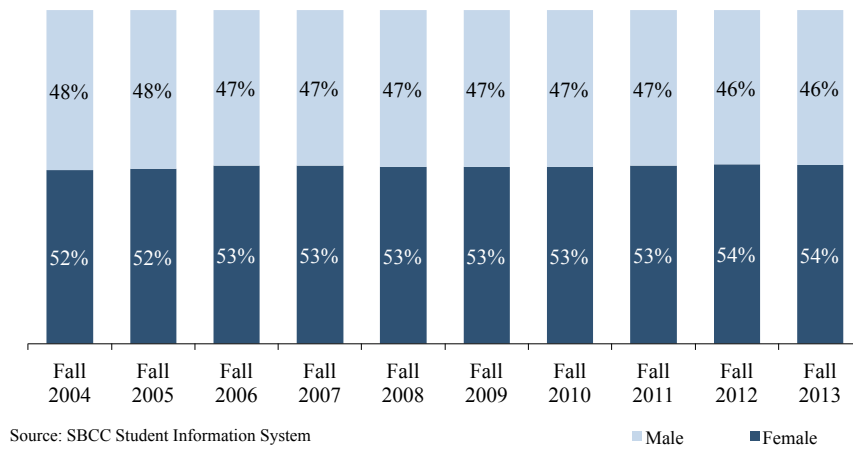Source: SBCC Student Information System

Source: SBCC Student Information System

Credit Gender Composition

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

Figure II.11 Credit Student Gender Composition - Fall

	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Male	48%	48%	47%	47%	47%	47%	47%	47%	46%	46%
Female	52%	52%	53%	53%	53%	53%	53%	53%	54%	54%

Source: SBCC Student Information System

Credit Age Composition

The percentage of students by age has remained fairly stable over the last five years, fluctuating only slightly within each group. There was a slight shift toward a younger overall student population, as evidenced by slight increases in the 18-25 age groups and slight decreases in the 30 and over age groups.

**Figure II.12 Credit Student Age Composition - Fall**

19 & Under, 36%

20-24, 35%

25-39, 18%

40 & Over, 11%

Source: SBCC Student Information System

40
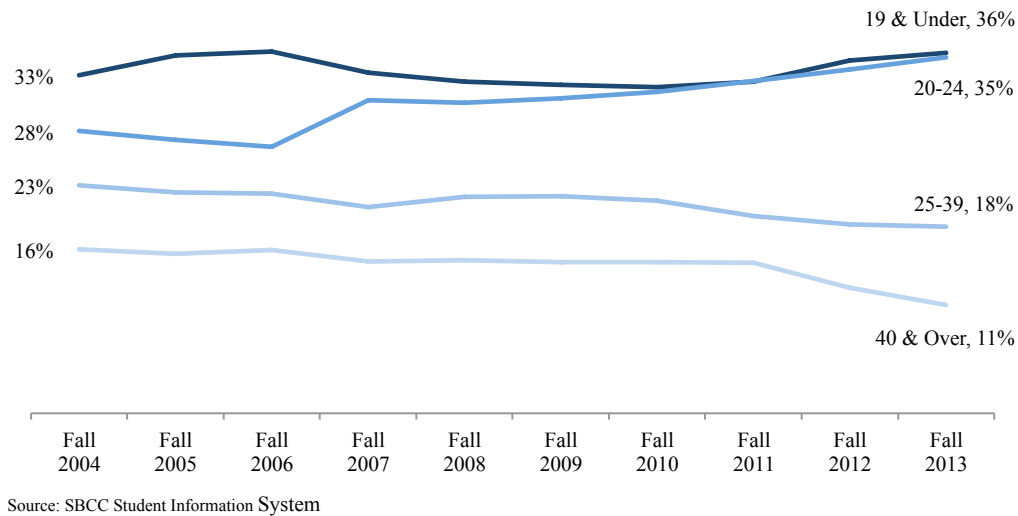
Students with Disabilities Attending SBCC Credit Division

The number of students with disabilities enrolled in credit programs has increased over the past several 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 (see Figure II.13).

Figure II.13 Number of Students with Disabilities Enrolled and State Funded

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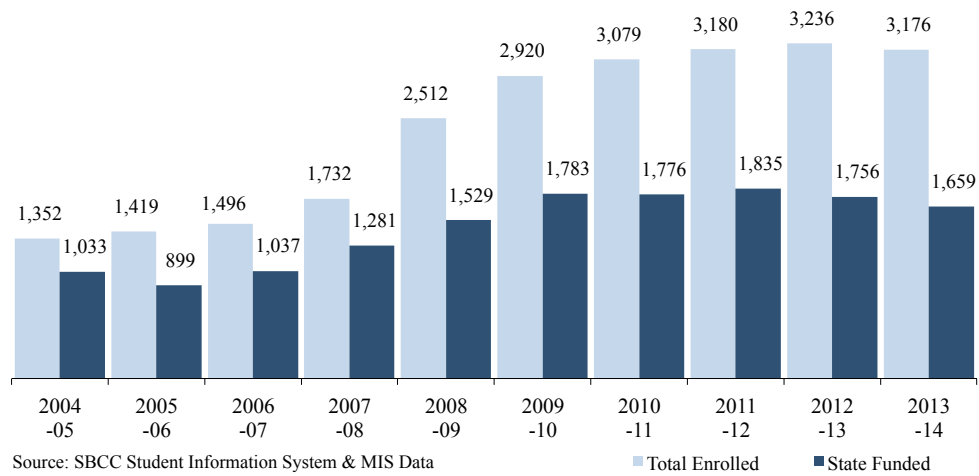
Extended Opportunity Programs and Services (EOPS) Credit Students

The number of EOPS students enrolled at SBCC held fairly steady across the period, remaining between 1,000 and 1,400, and representing between 3.9% and 5.3% of all SBCC students (see Figure II.14).

Figure II.14 EOPS Students

Source: SBCC Student Information System
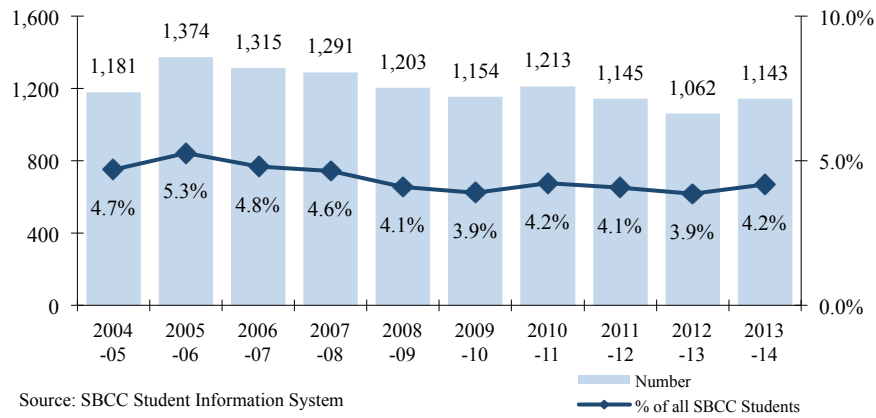
Economically Disadvantaged Students Attending SBCC

The number of economically disadvantaged students (defined as either in EOPS or receiving a Board of Governors (BOG) Fee Waiver) increased over the last ten years. The percentage of all SBCC students who are economically disadvantaged also increased (see Figure II.15).

Figure II.15 Economically Disadvantaged Students

Source: SBCC Student Information System

42
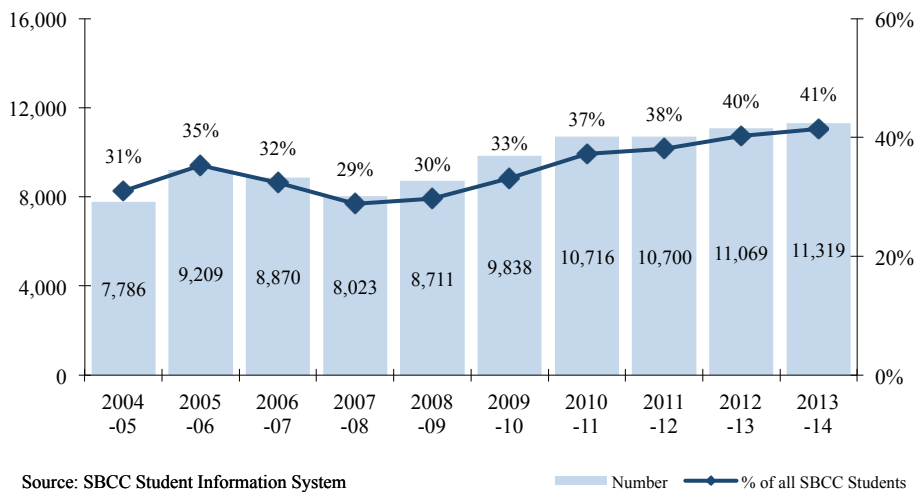
International Students Attending SBCC Credit Division

The number of international students attending SBCC with student visas increased over the period, representing 7.5% of all credit students in the last two fall semesters (see Figure II.16).

Figure II.16 Credit Students with Student Visas - Fall

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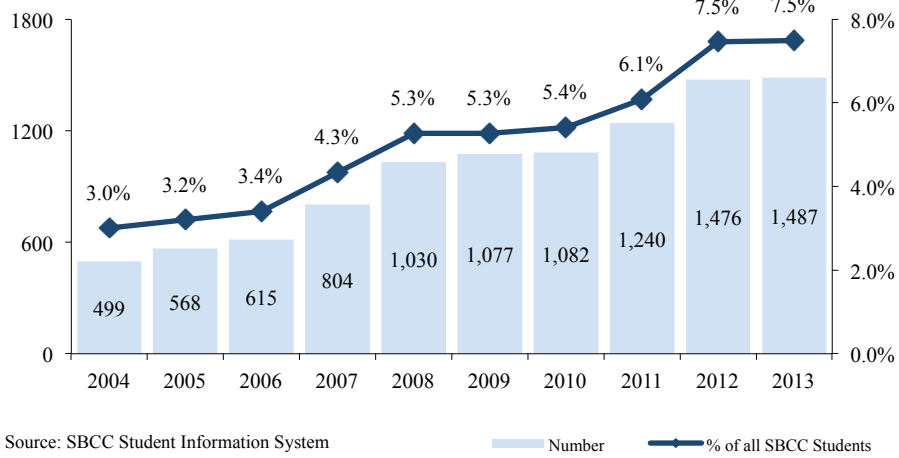
Out-of-State Students Attending SBCC

The number of out-of-state students attending SBCC has increased slightly over the period, but has remained between 4% and 5% of the credit student population (see Figure II.17).

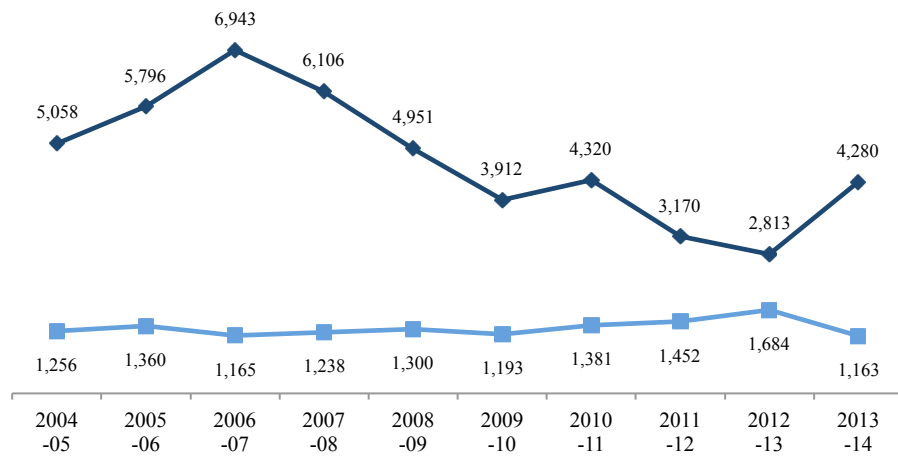**Figure II.17 Credit Students with Out-of-State Residency - Fall**

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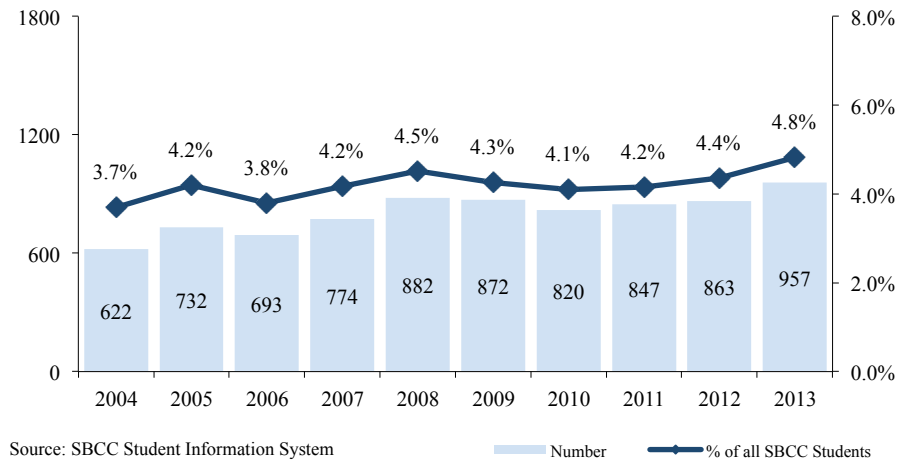
Course Enrollments in Employer-based Training, Work Experience, and Service Learning

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 decreased across the period. The decreases in 2008-09, 2009-10 and 2011-12 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 small fluctuations from year to year (see Table II.18).

**Table II.18 Annual Duplicated Course Enrollments in Employer-based Training,
Work Experience and Service Learning**

	2004 -05	2005 -06	2006 -07	2007 -08	2008 -09	2009 -10	2010 -11	2011 -12	2012 -13	2013 -14
Employer-based Training	5,058	5,796	6,943	6,106	4,951	3,912	4,320	3,170	2,813	4,280
Work Exper & Service Learning	1,256	1,360	1,165	1,238	1,300	1,193	1,381	1,452	1,684	1,163

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 outdated 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 five years (see Figure II.19).
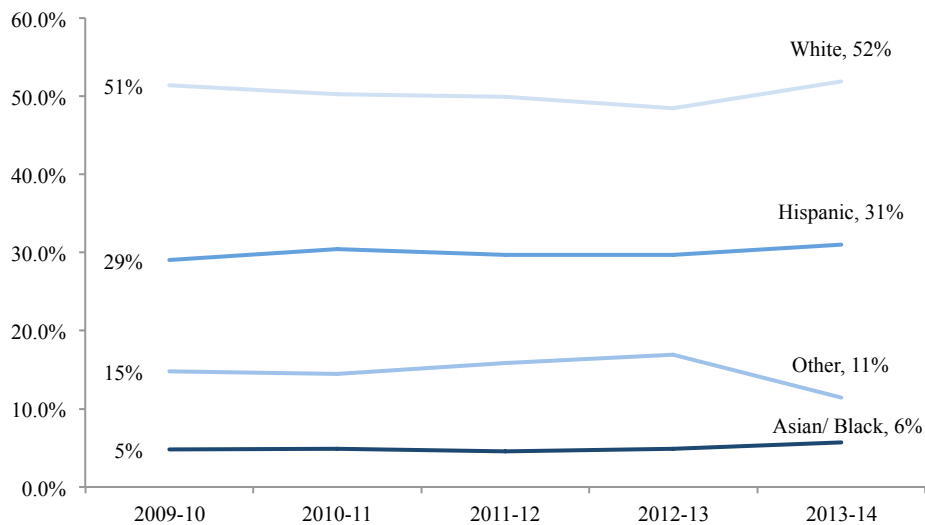
Figure II.19 Continuing Education Student Headcount

Source: SBCC CE Student Information System

Continuing Education Student Ethnic Composition

The ethnic makeup of the Continuing Education student body has remained fairly constant overall (See Figure II.20). Of the roughly 11% students in the "other" category, 8% are those who declined to state their ethnicity. The remaining 3% include Filipino 0.5%, Native American Eskimo 0.7%, Pacific Islander 0.3%, and Other 1.5%.

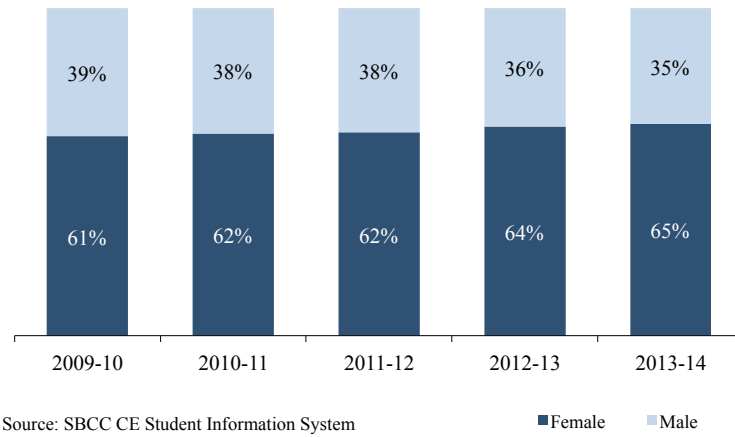**Figure II.20 Continuing Education Student Ethnic Composition**

Source: SBCC CE Student Information System

Continuing Education Gender Composition

The proportion of female students in SBCC's Continuing Education programs increased slightly across the period (see Figure II.21).
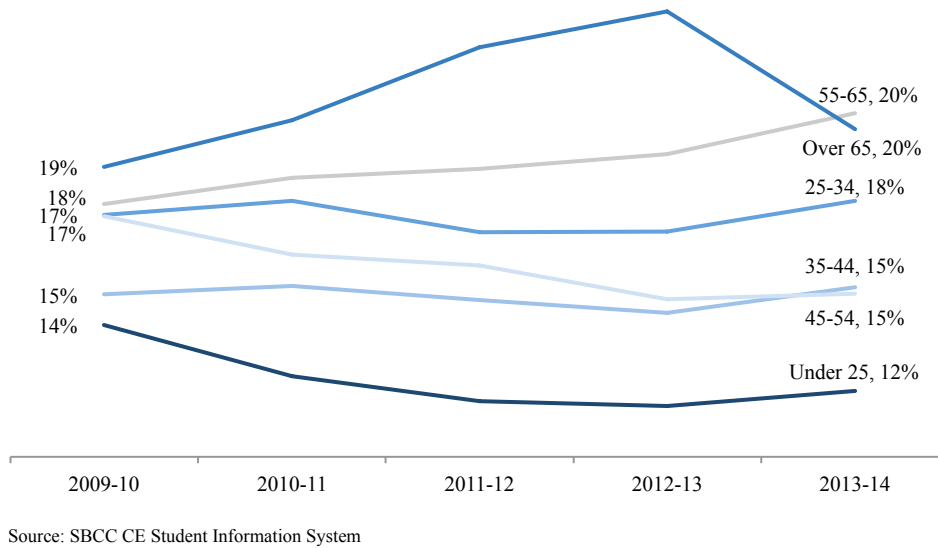
Figure II.21 Continuing Education Student Gender Composition

	2009-10	2010-11	2011-12	2012-13	2013-14
Male	39%	38%	38%	36%	35%
Female	61%	62%	62%	64%	65%

Source: SBCC CE Student Information System   ■Female ■Male

Continuing Education Age Composition

Only minor fluctuations in age groups have occurred over the last five years (see Figure II.22).

Figure II.22 Continuing Education Student Age Composition

55-65, 20%
Over 65, 20%
25-34, 18%
35-44, 15%
45-54, 15%
Under 25, 12%

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.

CHAPTER III: FACULTY, STAFF AND ADMINISTRATORS/MANAGERS
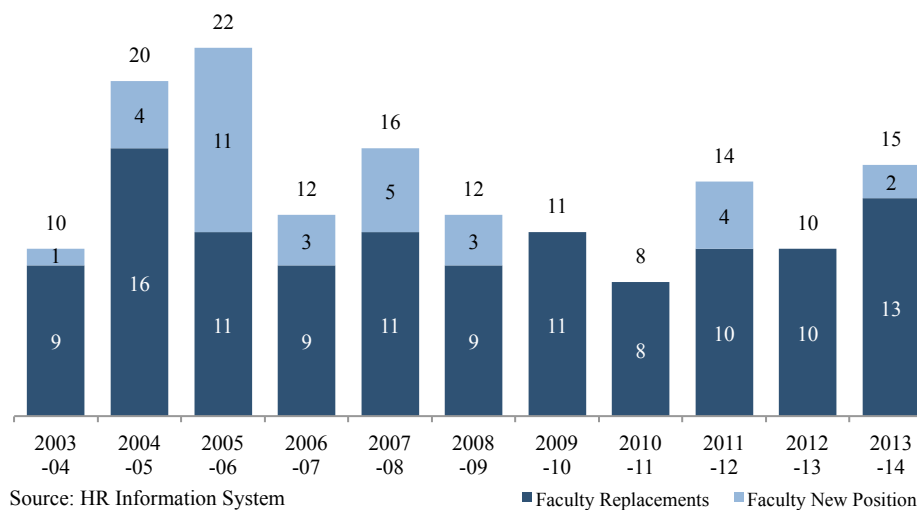
Faculty, Staff and Administrators/Managers

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, those that became vacant due to retirements or resignations were kept vacant for a period, due to the state fiscal crisis. In 2009-10, all classified vacancies were filled, and several positions have been added. However, further hiring freezes were necessary in 2011-12 due to continued budgetary restrictions. 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

Source: HR Information System   ■Classified Staff □FT Faculty □Admin/Mgrs
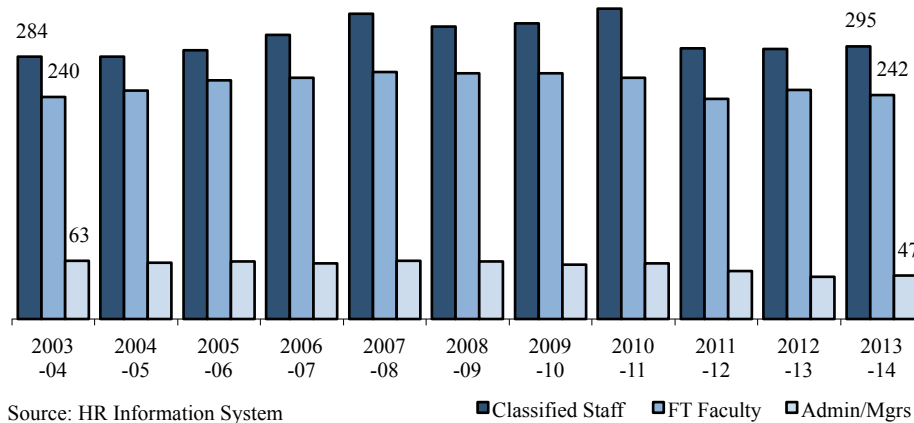
In every year, the majority of new hires among regular faculty, staff and administrators/managers are replacement positions and not new positions (see Figures III.2-4). Discrepancies between overall increases in headcount from year to year (Figure III.1) versus the number of new positions each year occur as a result of retirements, resignations, promotions, transfers, positions that are not replaced, temporary contracts, and replacements for leaves of absence and reduced workloads.

**Figure III.2 Replacement vs. New Positions among Permanent Faculty New Hires**

Source: HR Information System   ■Faculty Replacements ■Faculty New Positions

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Figure III.3 Replacement vs. New Positions among Full-Time Staff New Hires

Source: HR Information System   ■ Staff Replacements   ■ Staff New Positions
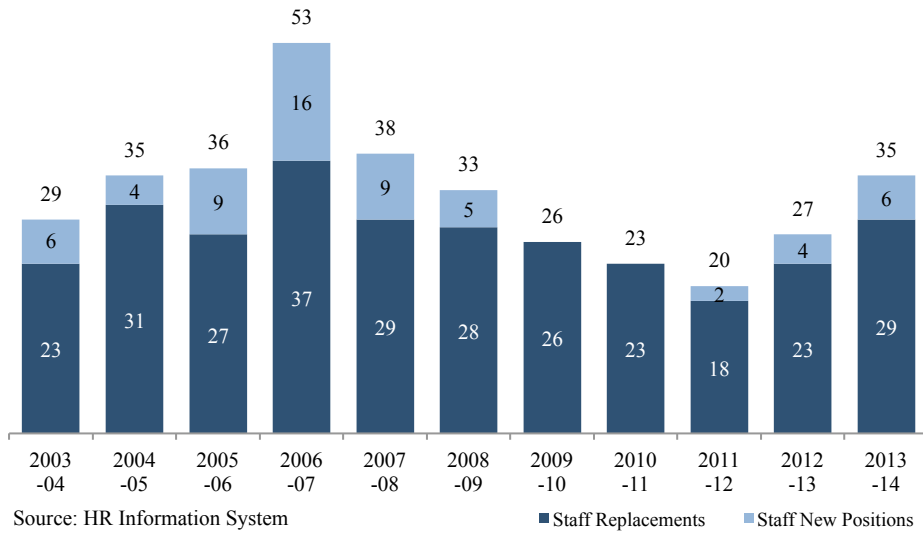
Figure III.4 Replacement vs. New Positions among Administrator/Manager New Hires

Source: HR Information System   ■ Admin/Mgr Replacements   ■ Admin/Mgr New Positions
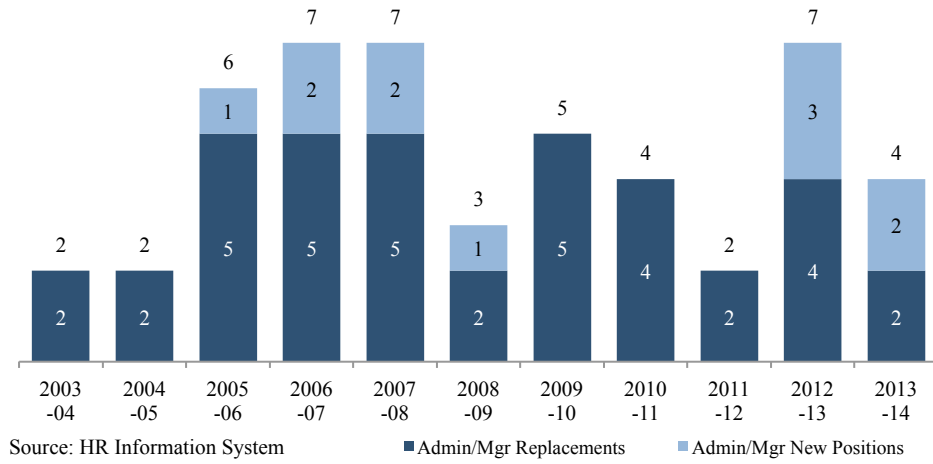
Gender Composition of Faculty and Staff

The proportion of women remained fairly stable over the past five years; ranging from 53% to 56% among full-time faculty, from 61% to 59% among full-time staff, and from 46% to 59% among administrators and managers (see Figure III.5).

**Figure III.5 Percent Women among Permanent Faculty,
Staff and Administrators/Managers**
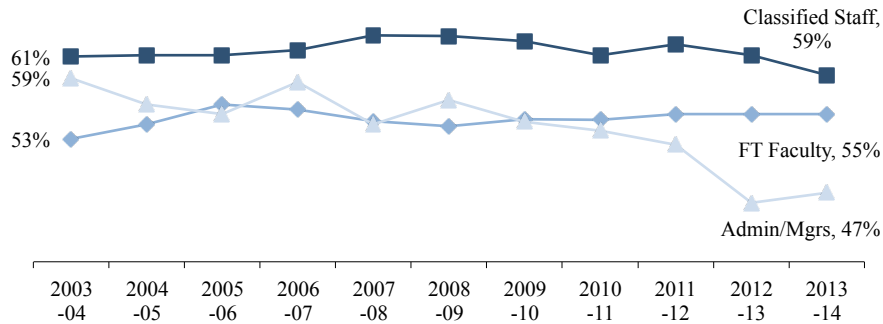
Source: Human Resources Information System

Ethnic Composition of Faculty and Staff

The percentage of minorities among regular classified staff increased from 39% to 44% over the last eleven years. An increase in minorities can also be seen among full-time faculty, from 16% to 23% during this same period. The proportion of minorities among administrators and managers fluctuated a bit across the period, remaining between 16% and 25%. The proportion of minorities among classified staff is almost twice that of full-time faculty or administrators (see Figure III.6).

**Figure III.6 Percent Minorities among Permanent Faculty,
Staff and Administrators/Managers**
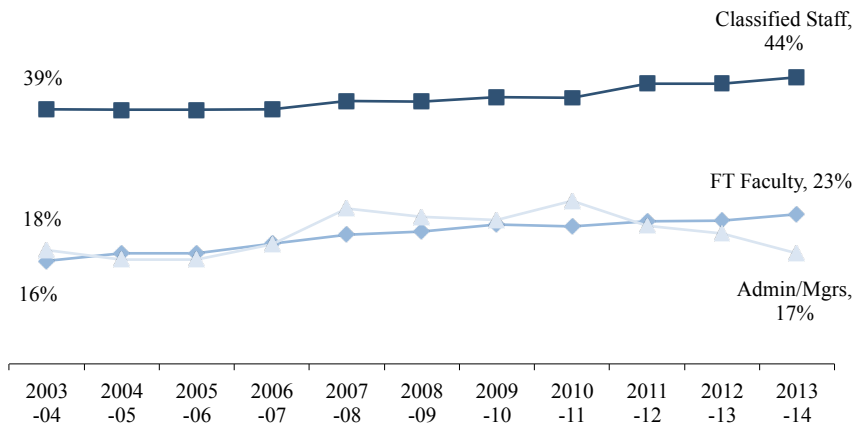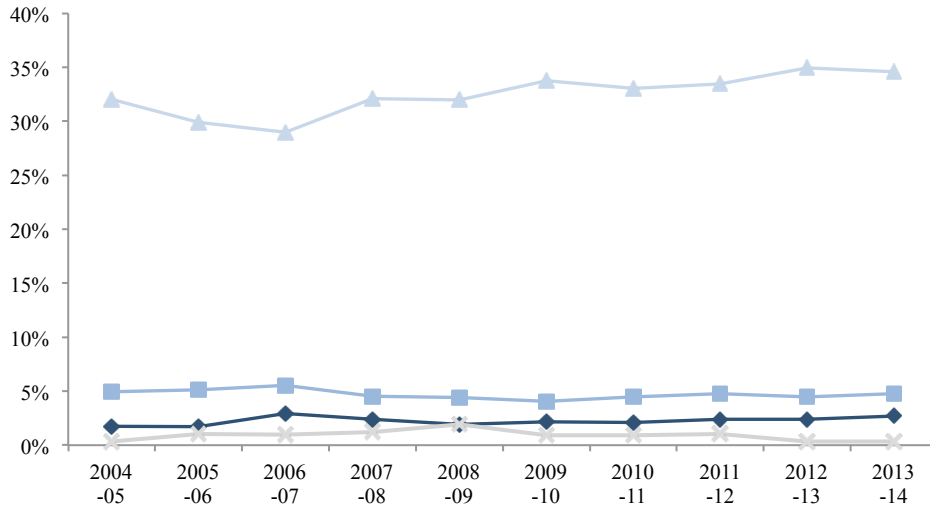

Source: Human Resources Information System

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 slight increase in Latino faculty and staff can be seen in the three charts below. The remaining ethnic groups have remained fairly stable over the last nine years (see Figures III.7-9). The college will continue its efforts in this important area.

Figure III.7 Percentage Breakdown of Non-White Ethnicities among Permanent Faculty
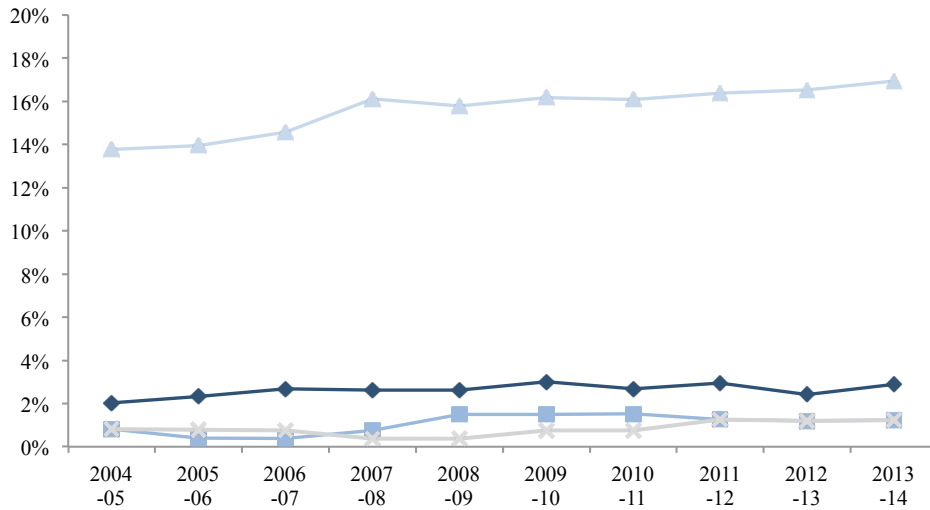

Source: HR Information System — African American — Asian — Latino — Native American

Figure III.8 Percentage Breakdown of Non-White Ethnicities among Full-Time Staff

Source: HR Information System — African American — Asian — Latino — Native American

Figure III.9 Percentage Breakdown of Non-White Ethnicities among Administrators/Managers


Source: HR Information System   ◆ African American   ■ Asian   ▲ Latino   ✕ Native American
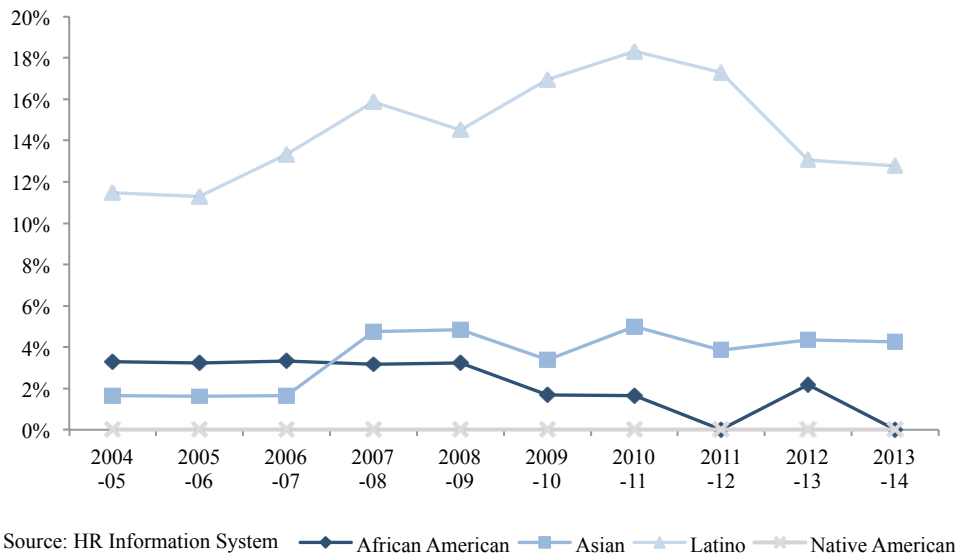
Ethnic Composition of New College Hires

Over the past eleven years there was a fluctuating number of ethnic minorities hired to fill permanent faculty, classified staff and administrative/management vacancies, as shown in the three figures below.
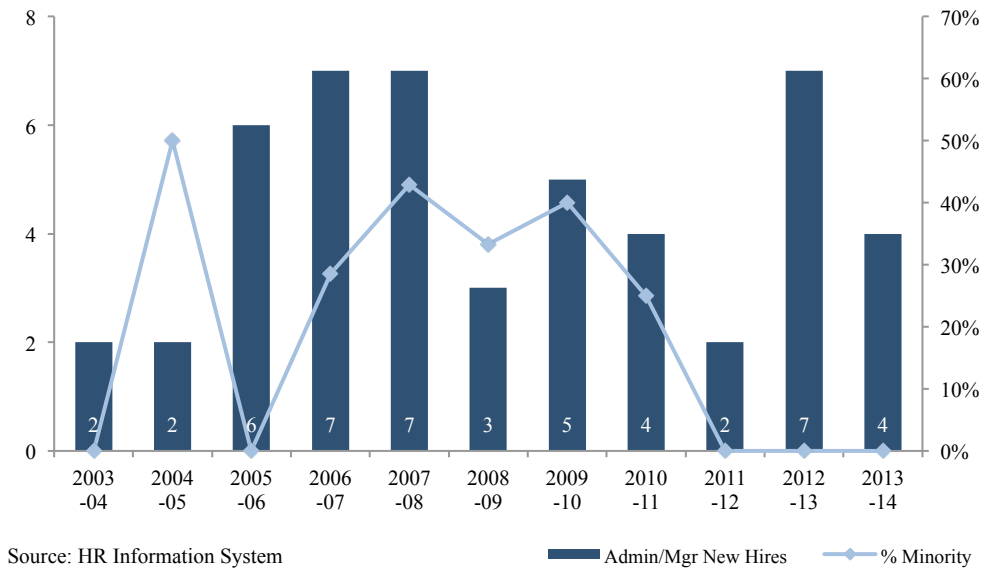
Figure III.10 Faculty New Hires and Percentage Minority

Source: HR Information System   ■ Faculty New Hires   ◆ % Minority
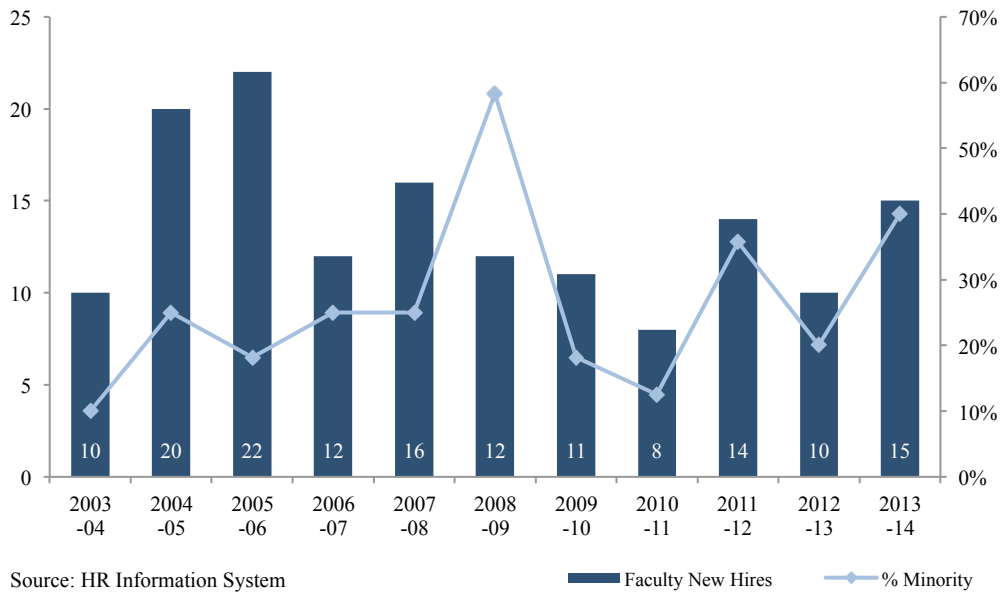
Figure III.11 Staff New Hires and Percentage Minority

Source: HR Information System
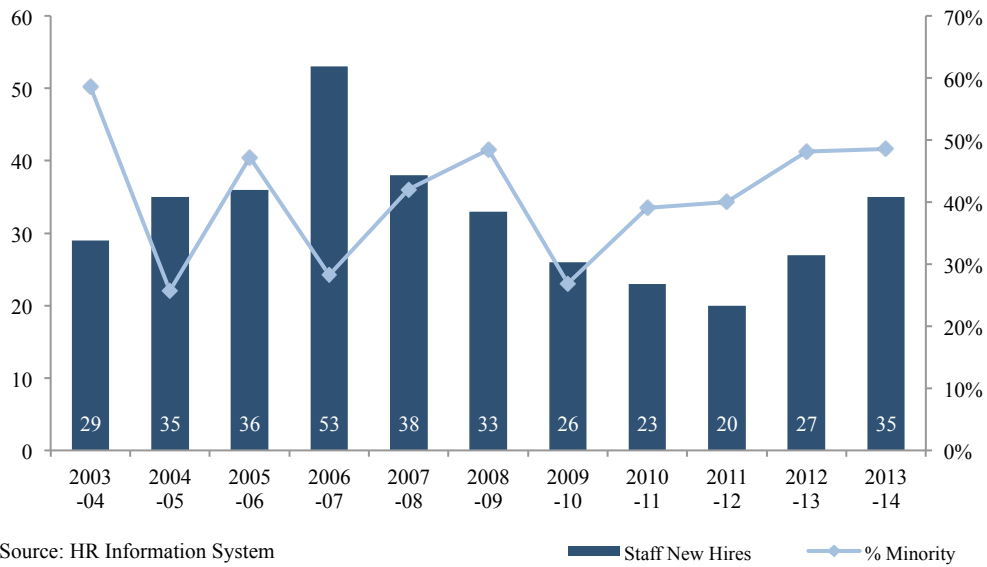
Figure III.12 Admin/Manager New Hires and Percentage Minority


Source: HR Information System

Opportunities for Professional Development

At SBCC, the Human Resources Division (HR) is responsible for coordinating professional development for classified and management employees. HR 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 employees served by these centers is shown in Figure III.13.

The decrease in Online Training from 2008-09 to 2009-10 is due to a reduced number of subscriptions available for this service. The Online Training program was discontinued in 2010-11. The SRC was converted into a conference room in 2012-13, and a replacement training location has not been established.

Figure III.13 SBCC Employee Participation in SRC, PDC and Online Training

Source: SBCC Student Information System & IT

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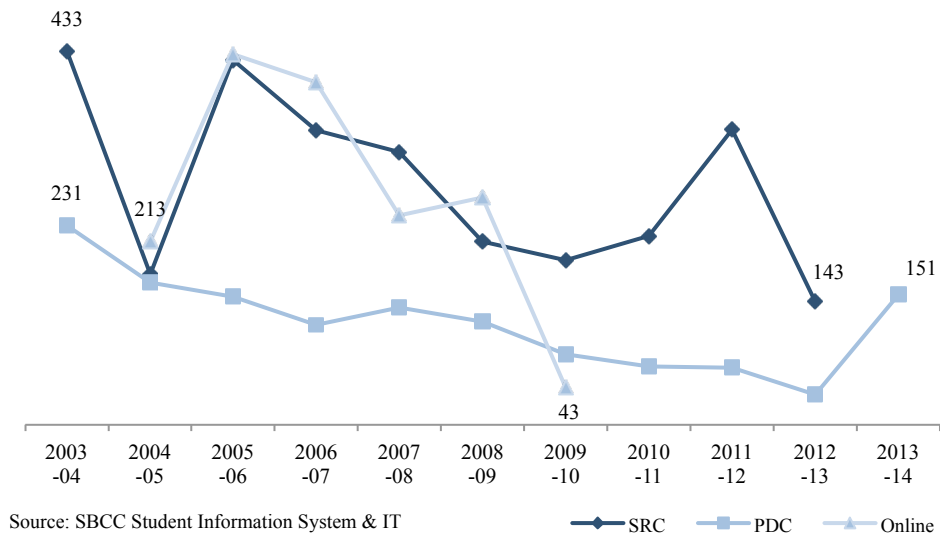
Percent Growth in FTES Compared to Percent Growth in Permanent Employees

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 from 2009-10 through 2013-14, thus the College did not hire new full-time faculty for 2009-10, 2010-11, or 2012-13. No new full-time staff or administrators/managers were hired in 2009-10 or 2010-11, and the hiring freeze for administrators and managers continued into 2011-12 (see Table III.14).

Table III.14 Percent Growth in FTES Compared to
Percent Growth in Regular Employees

Source: HR & Student Information System   ◆ Faculty ■ Staff ▲ Managers ✕ FTES
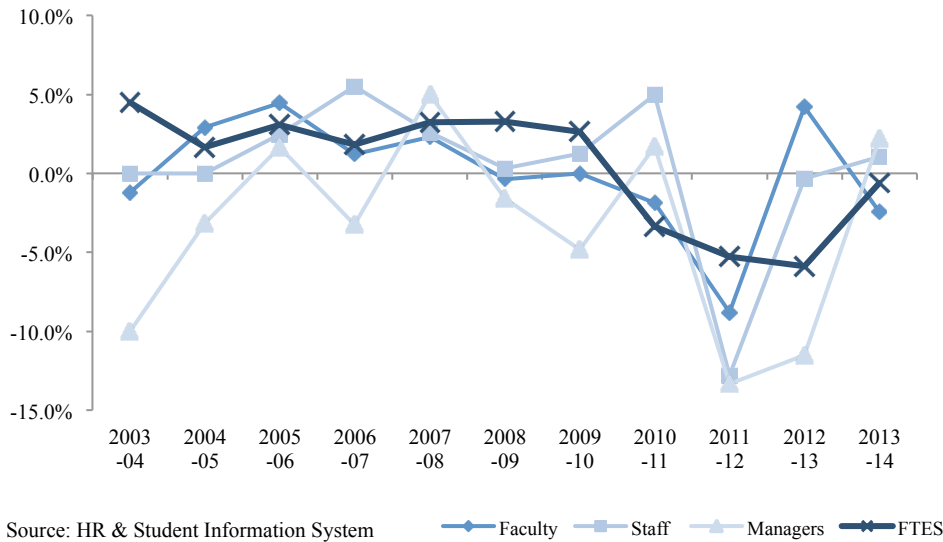
Key Areas of Institutional Effectiveness in the Area of Faculty, Staff and Administrators/Managers

Over the past five years, the percentage of women remained stable for faculty and regular staff, and decreased for administrators/managers. The percentage of minorities increased slightly among full-time faculty, staff, and for managers.

## *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 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.

FTES Funding History

Figure VI.1 FTES Funding History
1999-00 to 2012-13
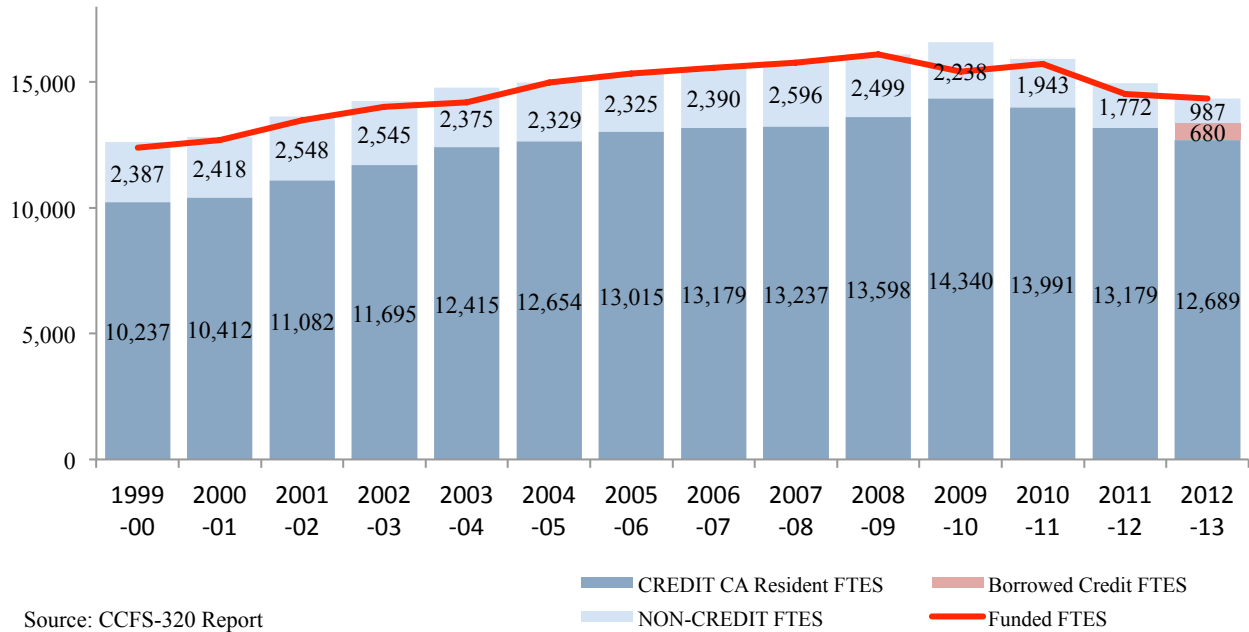
Source: CCFS-320 Report

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2013-2014 Institutional Effectiveness Annual Report

From the Office of Superintendent/President
Dr. Lori Gaskin

Data Collection, Analysis and Report Preparation:

The SBCC Department of Institutional Assessment, Research and Planning

Robert Else, Senior Director
Melanie Rogers, M.A., Analyst
Martha Seagoe, Information Systems Specialist
Jordan Morris, Information Systems Specialist

Editing and Report Layout and Typesetting:

Melanie Rogers, M.A., Analyst
Institutional Assessment, Research and Planning

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