



# **CREDIT STUDENT PROFILES SPRING 2006 – SPRING 2010**

The report is also available at  
<http://www.sbcc.edu/institutionalresearch>

**INSTITUTIONAL ASSESSMENT  
RESEARCH AND PLANNING**

**JULY 2010**

## **ABOUT SANTA BARBARA CITY COLLEGE**

Santa Barbara City College is a comprehensive two-year community college part of the California Community College System which is comprised of 72 community college districts, with 112 individual community colleges serving 2.9 million students annually. The Santa Barbara Community College District is a single-college district comprised of one college – SBCC.

The mission of California Community Colleges is established by the California Education Code Section 66010.4:

66010.4. The missions and functions of California's public and independent segments, and their respective institutions of higher education shall be differentiated as follows:

(a) (1) The California Community Colleges shall, as a primary mission, offer academic and vocational instruction at the lower division level for both younger and older students, including those persons returning to school. Public community colleges shall offer instruction through but not beyond the second year of college. These institutions may grant the associate in arts and the associate in science degree.

(2) In addition to the primary mission of academic and vocational instruction, the community colleges shall offer instruction and courses to achieve all of the following:

(A) The provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, adult noncredit instruction, and support services which help students succeed at the postsecondary level are reaffirmed and supported as essential and important functions of the community colleges.

(B) The provision of adult noncredit education curricula in areas defined as being in the state's interest is an essential and important function of the community colleges.

(C) The provision of community services courses and programs is an authorized function of the community colleges so long as their provision is compatible with an institution's ability to meet its obligations in its primary missions.

(3) A primary mission of the California Community Colleges is to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement.

(4) The community colleges may conduct to the extent that state funding is provided, institutional research concerning student learning and retention as is needed to facilitate their educational missions.

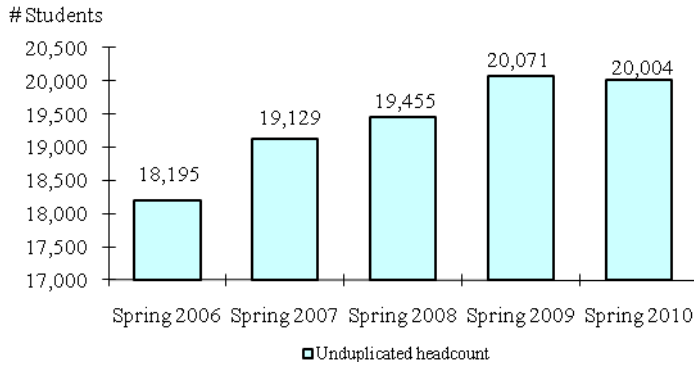
Within the legal mission established by the California Education Code, each community college can develop an individualized mission statement. SBCC's mission statement is posted on the College web site and included in the College Catalog and the College Plan 2008-11.

See the 2008-11 College Plan at [http://sbcc.edu/about/files/SBCC\\_College\\_Plan\\_2008\\_11.pdf](http://sbcc.edu/about/files/SBCC_College_Plan_2008_11.pdf)

Overall Enrollments

The Spring 2010 unduplicated credit student headcount of 20,004 represents a 0.3% decrease compared to Spring 2009, a 10% increase compared to Spring 2006, and follows twelve consecutive years of enrollment growth. The fact that enrollment dipped only slightly even though we offered 2.2% fewer sections due to budget restrictions (1,532 in Spring 2009 vs. 1,499 in Spring 2010), makes it apparent that classes remain in high demand.

**Final Unduplicated Census Enrollment Headcount  
Spring 2006 - Spring 2010**

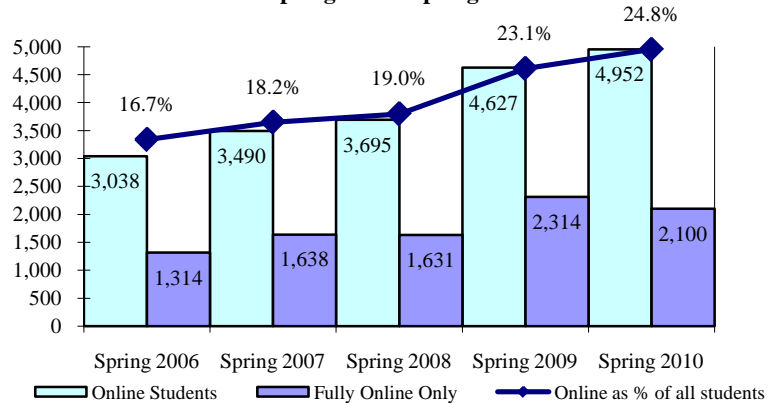


Online, High School and Professional Development Center Students

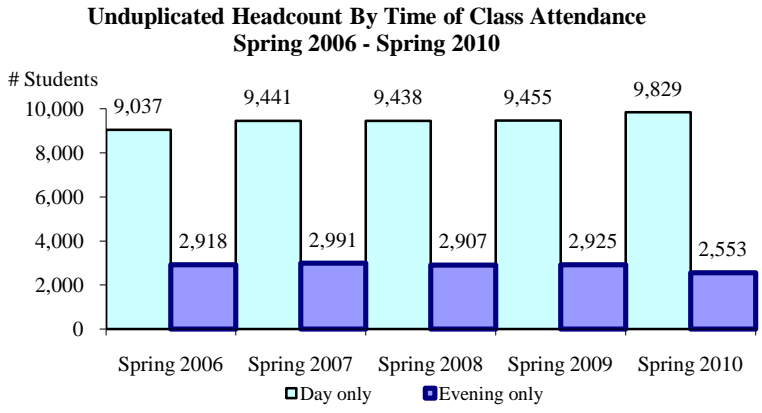
The enrollment of online students has continued to grow, reaching 4,952 unduplicated students in Spring 2010, or 24.8% of the total SBCC unduplicated student headcount. This represents a 7% increase from Spring 2009 and a 63% increase over the five year period. Fully online-only unduplicated student headcount has increased by 59.8%, from 1,314 in Spring 2006 to 2,100 in Spring 2010.

The enrollment of high school students both on and off campus ranged between 1,800 and 2,300 students across the five year period, representing 9% to 12% of the total unduplicated student headcount. The enrollment in the Professional Development Center program peaked at 1,548 (8.1% of students) in Spring 2007 and decreased to 864 (4.3% of students) in Spring 2009 and 1,036 (5.2% of students) in Spring 2010. These decreases 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.

**Unduplicated Headcount of Students Enrolled in Online Classes  
Spring 2006 - Spring 2010**

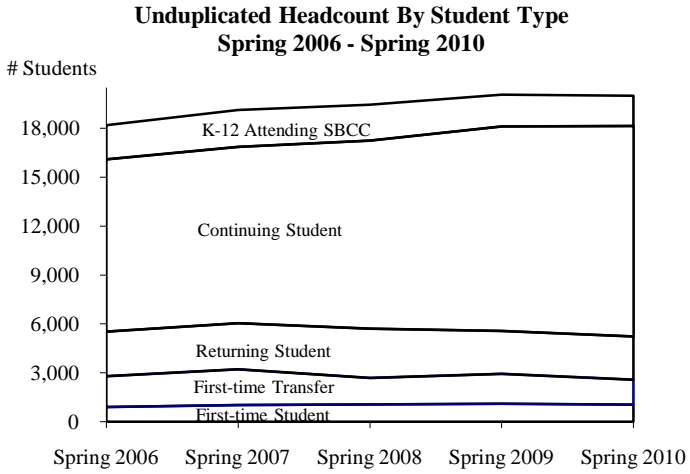


The number of students who attend classes only during the day increased by 4% to 9,829 in Spring 2010 from 9,455 in Spring 2009. The number of students who attend classes only in the evening decreased by 12.7% to 2,553 in Spring 2010 from 2,925 in Spring 2009.



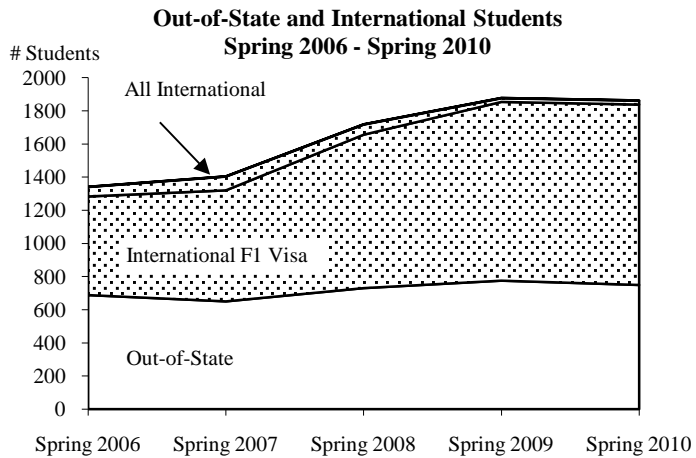
The percentage of students enrolled with a full-time unit load has increased steadily over the last four years, with 33% of all students enrolled full-time in Spring 2007, 34% in Spring 2008, 36.8% in Spring 2009 and 38.8% in Spring 2010. This is a result of decreased opportunities for students to attend UCs and CSUs as well as increased demand for re-training which led to a significant increase in the demand for courses offered by Santa Barbara City College. In addition, due to the large state budget cuts the College has experienced over the last two years, the College had to reduce the number of credit sections offered. Thus, the number of sections that are being offered in which the enrollment is at maximum capacity has increased significantly compared to prior years and students who are able to enroll are less likely to drop several weeks into the semester.

The College experienced a slight shift in enrollment by student type in recent years. Increases in Continuing students are offset by small decreases in all other student types over the last two years.



Out-of-State and International Students

The number of out-of-state students fluctuated slightly over the period, but increased overall from 688 in Spring 2006 to 749 in Spring 2010 (a 9% increase). This slowing trend can be attributed to the College's reduced out-of-state recruitment efforts and marketing spending, which were necessary in light of the significant reduction in state funding received by the College in the last two years. Also, economic pressures across the country have likely influenced students' and parents' decisions to attend college out of state. The number of international students has increased over the period. In Spring 2010, there were 1,112 international students of which 1,089 held F-1 student visas. Compared to Spring 2009, this represents a 1% increase for all international students and those with student visas. Large increases in 2008 and 2009 can be attributed to several factors: in Fall 2006, the enrollment cap for international students was changed to 5% of all students instead of a set cap of 525; in 2007 and 2008, the College developed partnerships with a number of international institutions, which helped increase the enrollments; and in 2008, the number of international students studying in the U.S. grew significantly at colleges and universities all over the country, and our enrollment growth reflects that trend. Recently, there has been a slow-down in the growth due to the weakened world-wide economy and other factors. Combining out-of-state and all international students (with student and other visas), in Spring 2010 there were 1,861 non-California students. This represents a 0.8% decrease compared to Spring 2009, and a 39% increase compared to Spring 2006.



The distribution by gender remained stable over the period with slightly more female students in each semester.

Gender

From Spring 2009 to Spring 2010, slight increases in enrollments occurred among the 18-20 and the 21-25 age groups, and all other age groups experienced slight decreases in enrollment. The largest decreases were seen among students age 17 or younger and 55 or older, with decreases of 4.2% and 3.3%, respectively. The largest increases over the 5-year period occurred in the 26 to 29 year old group, from 1,313 in Spring 2006 to 1,649 in Spring 2010 (a 25.6% increase) and the 18 to 20 group, from 5,838 in Spring 2006 to 6,779 in Spring 2010 (a 16% increase).

Age

The methodology for collecting racial and ethnic data has changed starting in Summer 2009 as a result of new federally mandated reporting requirements. In response to the new two-tiered data collection methodology, just over half (51%) of all students in Spring 2010 identified themselves as being White, 30% identified themselves as being Hispanic or Latino, 6.7% Asian, 2.7% African American, 1.3% Filipino, 0.7% American Indian and 0.5% Pacific Islander. The percentage of students whose ethnic background is unknown decreased to 4.8%, as 2.4% of students took advantage of the option to select multiple racial categories to describe themselves.

Ethnicity

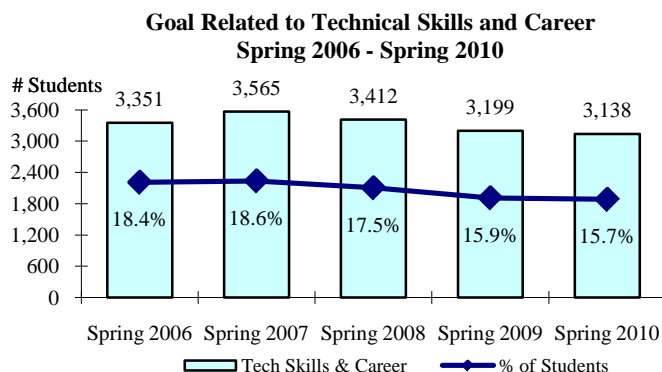
There was a 17.4% increase, from 69 in Spring 2009 to 81 in Spring 2010, among students who indicated adult high school as their previous education. This follows a 1325% increase from 4 students in Spring 2007 to 57 in Spring 2008 and a 21% increase to 69 in Spring 2009. The number of students with a GED increased by 28% across the period, from 743 in Spring 2006 to 951 in Spring 2010. These increases reflect the upward trend seen among adult high school and GED completers in the Continuing Education Division over the last several years. This growth has been planned by the College - Objective 8 in the College Plan 2008-11, which is to “increase by 2% per year the number of students who are enrolled in noncredit ESL, GED, basic skills and short term vocational programs and subsequently enroll in SBCC credit courses the following year.” The number of students who already hold a bachelor’s degree decreased by 10.8% from 2,703 in Spring 2009 to 2,412 in Spring 2010. In the latter semester, these students represented 12.1% of the entire SBCC student population. Slight increases of 2.9% and 2.0%, respectively, are seen among students who received a high school diploma and those who graduated from foreign high schools, and K-12 students attending SBCC decreased by 4%. The number and percentage of students who are not high school graduates has decreased fairly steadily across the period, from 1,473 in Spring 2006 (8% of all students) to 1,029 in Spring 2010 (5% of all students). This represents a 30% decrease over the last five years.

Educational  
Characteristics

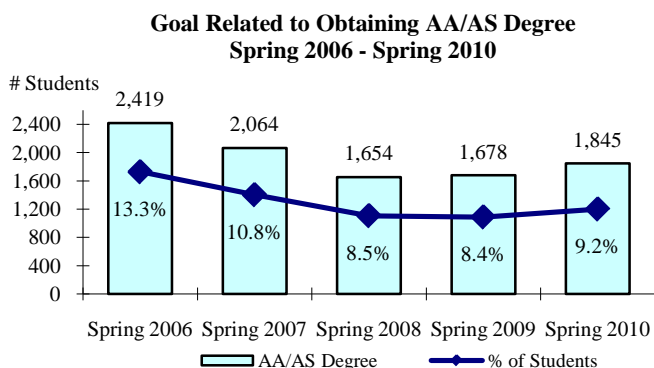
## Educational Goal

The distribution of students by educational goal changed significantly over the period. The number of students trying to meet four-year college/university requirements grew by 29% from 450 in Spring 2009 to 582 in Spring 2010, which follows a 27% increase from 354 in Spring 2008. Meanwhile, the decrease in students seeking a high school diploma correlates with the decrease in the dual enrollment program.

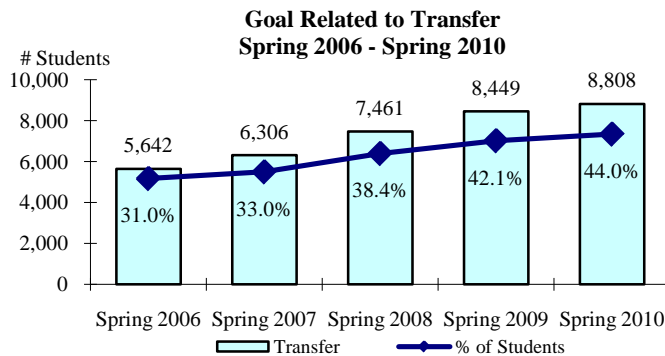
The number of students with goals related to improving or developing their technical and job skills has ranged between 3,100 and 3,600 over the last five years. The percentage of all students with these educational goals has held steady at 16%-19% across the period.



The number of students who indicated that their goal is to obtain an AA/AS degree decreased from 2,419 in Spring 2006 to 1,654 in Spring 2008, and increased again to 1,845 in Spring 2010. The percentage of all students with this educational goal decreased from 13.3% to 9.2% across the period. One explanation for this downward trend is that more students are interested in transferring, which can be seen in the increasing trend in transfer-related goals.



The number of students with a goal of transfer (with or without a degree) increased steadily from 5,642 in Spring 2006 to 8,808 in Spring 2010, which is a 56% increase. The percentage of all students with this goal increased from 31% to 44%. These increases offset the decreases seen among AA/AS degree seekers.



The growth in the number of students with a goal of transfer was reflected in the distribution of students by transfer plan. Both the number and percentage of students who indicated that they did not have a transfer plan have dropped from 12,409 (68.2% of all students) in Spring 2006 to 10,299 (51.5% of students) in Spring 2010. Of the 9,705 students who indicated transfer, 5,175 (53%) chose UCSB, 1,912 (19.7%) chose other UC schools, 1,437 (14.8%) chose CSU schools, 110 (1.1%) chose community colleges, and 1,071 (11%) chose other schools. 73% of the students who would like to transfer would choose a UC school. The increases seen over the last two years in the total number of students who intend to transfer, and in particular those who would choose a UC or CSU campus, support the College’s efforts with regard to Objective 2 in the College Plan 2008-11, which states that “the number of students that transfer annually to a UC or a CSU campus will increase by a minimum of 6% and the number of students that transfer to other post-secondary education institutions included in the National Student Clearinghouse will increase by a minimum of 6%.”

Transfer Plan

	2006		2007		2008		2009		2010	
	N	%	N	%	N	%	N	%	N	%
<b>UNDUPLICATED HEADCOUNT</b>	18,195		19,129		19,455		20,071		20,004	
<b>ENROLLMENT</b>										
<b>Online Students</b>	3,038	16.7%	3,490	18.2%	3,695	19.0%	4,627	23.1%	4,952	24.8%
<b>Fully Online Only Students</b>	1,314	7.2%	1,638	8.6%	1,631	8.4%	2,314	11.5%	2,100	10.5%
<b>Professional Development Center</b>	1,468	8.1%	1,548	8.1%	1,418	7.3%	864	4.3%	1,036	5.2%
<b>Time of Attendance</b>										
Day	9,037	49.7%	9,441	49.4%	9,438	48.5%	9,455	47.1%	9,829	49.1%
Evening	2,918	16.0%	2,991	15.6%	2,907	14.9%	2,925	14.6%	2,553	12.8%
Concurrent	4,926	27.1%	5,059	26.4%	4,020	20.7%	4,317	21.5%	4,732	23.7%
Online Only	1,314	7.2%	1,638	8.6%	1,631	8.4%	2,314	11.5%	2,100	10.5%
Weekend Only	N/A	N/A	N/A	N/A	196	1.0%	179	0.9%	602	3.0%
Other	N/A	N/A	N/A	N/A	1,263	6.5%	881	4.4%	188	0.9%
<b>Enrollment Status</b>										
First-time Student	894	4.9%	1,015	5.3%	1,052	5.4%	1,094	5.5%	1,040	5.2%
First-time Transfer	1,896	10.4%	2,200	11.5%	1,632	8.4%	1,841	9.2%	1,536	7.7%
Returning Transfer	512	2.8%	374	2.0%	N/A	N/A	N/A	N/A	N/A	N/A
Returning Student	2,228	12.2%	2,457	12.8%	3,026	15.6%	2,635	13.1%	2,656	13.3%
Continuing Student	10,568	58.1%	10,818	56.6%	11,539	59.3%	12,549	62.5%	12,915	64.6%
K-12 Attending SBCC	2,097	11.5%	2,265	11.8%	2,205	11.3%	1,952	9.7%	1,857	9.3%
Unknown	N/A	N/A	N/A	N/A	1	0.0%	0	0.0%	0	0.0%
<b>Unit Load as of Census of Courses</b>										
Full-time	6,071	33.4%	6,305	33.0%	6,635	34.1%	7,383	36.8%	7,759	38.8%
Part-time	12,124	66.6%	12,824	67.0%	12,820	65.9%	12,688	63.2%	12,245	61.2%
<b>DEMOGRAPHICS</b>										
<b>Non-District Enrollments</b>										
Out-of-State	688	3.8%	650	3.4%	730	3.8%	775	3.9%	749	3.7%
International	652	3.6%	753	3.9%	987	5.1%	1,101	5.5%	1,112	5.6%
International with student visas*	595	3.3%	670	3.5%	926	4.8%	1,079	5.4%	1,089	5.4%
*F1, M1 and J1 visas through Spring 2009; F1 visas only thereafter										
<b>Gender</b>										
Female	9,448	51.9%	10,158	53.1%	10,170	52.3%	10,369	51.7%	10,390	51.9%
Male	8,735	48.0%	8,942	46.7%	9,095	46.7%	9,416	46.9%	9,355	46.8%
Unknown	12	0.1%	29	0.2%	190	1.0%	286	1.4%	259	1.3%
<b>Age Group</b>										
17 or younger	1,967	10.8%	2,069	10.8%	1,995	10.3%	1,812	9.0%	1,736	8.7%
18-20	5,838	32.1%	5,865	30.7%	6,062	31.2%	6,741	33.6%	6,779	33.9%
21-25	4,037	22.2%	4,298	22.5%	4,523	23.2%	4,536	22.6%	4,626	23.1%
26-29	1,313	7.2%	1,505	7.9%	1,528	7.9%	1,677	8.4%	1,649	8.2%
30-49	3,618	19.9%	3,819	20.0%	3,745	19.2%	3,768	18.8%	3,735	18.7%
50+	1,420	7.8%	1,571	8.2%	1,599	8.2%	1,526	7.6%	1,475	7.4%
Unknown	2	0.0%	2	0.0%	3	0.0%	11	0.1%	4	0.0%

	<b>2006</b>		<b>2007</b>		<b>2008</b>		<b>2009</b>		<b>2010</b>	
	N	%	N	%	N	%	N	%	N	%
<b>UNDUPLICATED HEADCOUNT</b>	18,195		19,129		19,455		20,071		20,004	
<b>Ethnic Group</b>										
African American	455	2.5%	503	2.6%	491	2.5%	574	2.9%	543	2.7%
Asian American	1,069	5.9%	1,158	6.1%	1,301	6.7%	1,403	7.0%	1,337	6.7%
Filipino	212	1.2%	257	1.3%	270	1.4%	290	1.4%	252	1.3%
Latino	4,942	27.2%	5,432	28.4%	5,506	28.3%	5,548	27.6%	6,025	30.1%
Native American	161	0.9%	180	0.9%	207	1.1%	209	1.0%	131	0.7%
Other Non-White	385	2.1%	396	2.1%	348	1.8%	339	1.7%	N/A	N/A
Pacific Islander	119	0.7%	127	0.7%	142	0.7%	135	0.7%	92	0.5%
White (Non-Hispanic)	10,658	58.6%	10,542	55.1%	10,127	52.1%	10,052	50.1%	10,175	50.9%
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	480	2.4%
Unknown	194	1.1%	534	2.8%	1,063	5.5%	1,521	7.6%	969	4.8%
<b>EDUCATIONAL CHARACTERISTICS</b>										
<b>Previous Education</b>										
Not High School Grad	1,473	8.1%	1,199	6.3%	1,070	5.5%	1,112	5.5%	1,029	5.1%
K-12 Attending SBCC	2,098	11.5%	2,263	11.8%	2,239	11.5%	1,978	9.9%	1,899	9.5%
Adult School	4	0.0%	4	0.0%	57	0.3%	69	0.3%	81	0.4%
Received H.S. Diploma	9,437	51.9%	9,903	51.8%	10,096	51.9%	10,858	54.1%	11,177	55.9%
GED/Cert Equiv/HS Prfy	743	4.1%	831	4.3%	931	4.8%	947	4.7%	951	4.8%
Foreign HS Grad	1,197	6.6%	1,318	6.9%	1,350	6.9%	1,451	7.2%	1,480	7.4%
AA/AS	780	4.3%	946	4.9%	925	4.8%	907	4.5%	872	4.4%
BA/BS	2,460	13.5%	2,663	13.9%	2,694	13.8%	2,703	13.5%	2,412	12.1%
Unknown	3	0.0%	2	0.0%	93	0.5%	46	0.2%	103	0.5%
<b>Educational Goal</b>										
Life Enrichment										
Perf/Act Courses	138	0.8%	109	0.6%	N/A	N/A	N/A	N/A	N/A	N/A
Personal Development	918	5.0%	964	5.0%	925	4.8%	800	4.0%	682	3.4%
AA/AS Degree (any program)										
Academic AA/AS Degree	1,919	10.5%	1,650	8.6%	1,383	7.1%	1,458	7.3%	1,648	8.2%
Voc/Tech AA/AS Degree	500	2.7%	414	2.2%	271	1.4%	220	1.1%	197	1.0%
Degree and Transfer	4,399	24.2%	4,626	24.2%	5,554	28.5%	6,383	31.8%	6,660	33.3%
No Degree and Transfer	1,243	6.8%	1,680	8.8%	1,907	9.8%	2,066	10.3%	2,148	10.7%
Mtg 4-yr college Req	N/A	N/A	N/A	N/A	354	1.8%	450	2.2%	582	2.9%
Move Noncr to Credit Coursewrk	N/A	N/A	N/A	N/A	5	0.0%	3	0.0%	9	0.0%
Basic Engl/Math Skills	970	5.3%	1,046	5.5%	935	4.8%	988	4.9%	782	3.9%
High School Diploma	2,115	11.6%	2,278	11.9%	2,239	11.5%	1,997	9.9%	1,891	9.5%
Voc/Tech Certif w/o Tmsfr	460	2.5%	541	2.8%	471	2.4%	503	2.5%	528	2.6%
Voc Tech Skills										
Improve Job Skills	1,865	10.3%	2,046	10.7%	1,968	10.1%	1,657	8.3%	1,593	8.0%
New Career/Job Devel	759	4.2%	740	3.9%	803	4.1%	880	4.4%	904	4.5%
Maintain Certif/License	213	1.2%	262	1.4%	233	1.2%	238	1.2%	247	1.2%
Discover Career Goal	514	2.8%	517	2.7%	408	2.1%	424	2.1%	394	2.0%
Undecided on Goal	2,160	11.9%	2,228	11.6%	1,970	10.1%	1,979	9.9%	1,734	8.7%
Unknown	22	0.1%	28	0.1%	29	0.1%	25	0.1%	5	0.0%

	<b>2006</b>		<b>2007</b>		<b>2008</b>		<b>2009</b>		<b>2010</b>	
	N	%	N	%	N	%	N	%	N	%
<b>UNDUPLICATED HEADCOUNT</b>	18,195		19,129		19,455		20,071		20,004	
<b>Transfer Plans</b>										
No Transfer	12,409	68.2%	13,168	68.8%	11,765	60.5%	11,063	55.1%	10,299	51.5%
Out of State/Internatl	461	2.5%	474	2.5%	493	2.5%	527	2.6%	509	2.5%
UCSB	2,719	14.9%	2,761	14.4%	3,938	20.2%	4,886	24.3%	5,175	25.9%
UC Berkeley	114	0.6%	130	0.7%	195	1.0%	252	1.3%	274	1.4%
UC Davis	N/A	N/A	N/A	N/A	21	0.1%	33	0.2%	61	0.3%
UC Irvine	N/A	N/A	N/A	N/A	11	0.1%	33	0.2%	47	0.2%
UCLA	306	1.7%	345	1.8%	479	2.5%	519	2.6%	591	3.0%
UC San Diego	N/A	N/A	N/A	N/A	34	0.2%	98	0.5%	155	0.8%
UC Santa Cruz	N/A	N/A	N/A	N/A	26	0.1%	59	0.3%	99	0.5%
Other U.C.	755	4.1%	731	3.8%	793	4.1%	661	3.3%	685	3.4%
CSU Channel Islands	68	0.4%	83	0.4%	96	0.5%	109	0.5%	144	0.7%
CSU Long Beach	N/A	N/A	N/A	N/A	22	0.1%	54	0.3%	84	0.4%
CSU Northridge	80	0.4%	78	0.4%	95	0.5%	100	0.5%	121	0.6%
Cal Poly SLO	154	0.8%	166	0.9%	203	1.0%	244	1.2%	273	1.4%
San Diego State	N/A	N/A	N/A	N/A	49	0.3%	111	0.6%	176	0.9%
San Francisco State	N/A	N/A	N/A	N/A	44	0.2%	85	0.4%	127	0.6%
Other C.S.U.	444	2.4%	498	2.6%	595	3.1%	533	2.7%	512	2.6%
CA Private College	372	2.0%	376	2.0%	343	1.8%	374	1.9%	327	1.6%
Antioch University	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	4	0.0%
USC	N/A	N/A	N/A	N/A	38	0.2%	131	0.7%	177	0.9%
Westmont	45	0.2%	55	0.3%	63	0.3%	54	0.3%	54	0.3%
Community College	268	1.5%	264	1.4%	152	0.8%	145	0.7%	110	0.5%