



TheRPGroup

Research, Planning & Professional Development  
for California Community Colleges

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# Santa Barbara City College

## Internal Scan of College Data

January 2024

[www.rpgroup.org](http://www.rpgroup.org)

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## Overview

The following report is an internal scan of Santa Barbara City College (SBCC) and includes a summary of institutional-level data with a focus on enrollment, student demographics, academic outcomes, and support services. It consists of a five-year historical review of fall term data capturing overall trends for the college, as well as division-level<sup>1</sup> trends and other levels of disaggregation where possible.

The internal scan is a rich source of collegewide trend information that may be used for planning and decision making. The data summarized in this report are intended to provide important context around SBCC's strategic planning goals to determine what information is most relevant for developing the Educational Vision Plan. While this scan highlights key trends and identifies potential implications for planning, the SBCC Educational Vision Planning Steering Committee and related workgroups will have a deeper understanding of possible factors that may be contributing to the reported trends when interpreting the results.

## Reader's Guide

This report provides insights into SBCC enrollment patterns and student outcomes and how those have changed in recent years. It begins with an overview of the methodology used to compile and synthesize the data, followed by overall highlights from the internal scan with implications for the college to consider based on the observed trends and recommendations on how the information can be used to support and inform the educational vision planning process at SBCC. Next, the report summarizes the key data metrics analyzed in the scan, which include: enrollment patterns, section offerings, productivity and efficiency, student progress and long-term outcomes, utilization of support services, employee information, and SBCC alignment to statewide initiatives.

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<sup>1</sup> For the purposes of this report, "divisions" refer to the three primary areas that operate under educational services: Academic Affairs, Student Affairs, and the School of Extended Learning.

# Methodology

The primary data source for the internal scan was SBCC's Tableau Server, which contains numerous dashboards that report institutional data at the student, course, program, and college-level. In addition, data were pulled from SBCC surveys and the Chancellor's Office Datamart to provide context around the student experience and employee demographics. The majority of the trends captured in this external scan are based on fall terms over a five-year period from 2018 to 2022, but some areas in the report may reflect different timeframes based on the data source used in the analysis. Efforts were made to ensure consistency in the timeframe, unit of measurement, and level of analysis reported across sections of the report; however, given that multiple data dashboards and data sources were integrated into this scan, some natural variation in how the information is captured is to be expected. Trends are primarily reported at the college-level for both credit and noncredit. Data were also disaggregated by student characteristics or course/program attributes where possible.

The following data metrics and information were pulled from existing dashboards and reports and compiled into the internal scan:

**Access:** Applications, enrollments

**Headcount and Student Characteristics:** Unique student counts by ethnicity, gender, age, and student type

**Section Offerings:** Sections, instructional modalities

**Productivity and Efficiency:** Enrollments, FTES, FTES/FTEF, yield, and load

**Student Progress:** Course success, English and math throughput, retention

**Student Completion:** Degrees/certificates conferred, transfer

**Utilization of Services:** Counseling visits, tutoring visits, financial aid recipients, special programs

**Student Voice:** Surveys conducted on campus climate, student satisfaction, engagement

**Faculty and Staff:** Employee headcount by job classification, ethnicity, and gender

**College's Alignment with Statewide Initiatives:** Vision for Success, Vision 2030

# Highlights from the Internal Scan

The following highlights provide a snapshot of the key trends and observations that emerged from the examination of the college data. They offer a holistic outlook on the landscape and shifting characteristics of SBCC during the five-year reporting period included in this report.

**Access:** More students are successfully completing the onboarding and enrollment process now than there were five years ago (+4%); however, there is an opportunity to increase the percentage of students making it from application to census, specifically within the step from Orientation to Registration.

**Enrollment Patterns:** Headcount and enrollments were stable prior to the pandemic, but in 2020, the college experienced a significant drop (-16%) in its student population, which has remained relatively unchanged since. While enrollments have decreased over time, FTES has dropped more steeply than headcount suggesting students are taking fewer units but that the total number of students at any given fall term has not changed as drastically. Noncredit enrollments have rebounded more quickly than credit enrollments, which have remained relatively unchanged since the onset of the pandemic.

**Section Offerings:** The number of sections offered, both credit and noncredit, declined sharply in 2020. Noncredit section offerings have since been restored and now exceed pre-pandemic levels, while credit section offerings have been slower to recover though are still increasing. Historically, the college offered most of its courses, both credit and noncredit, via face-to-face instruction; however, during the pandemic, virtually all courses shifted to online education. Currently, there is a greater balance among instructional modalities across credit courses, with face-to-face accounting for 37% and online courses accounting for 39%. Noncredit courses remain predominately face-to-face.<sup>2</sup>

**Productivity and Efficiency:** Over the five-year reporting period, the majority of all productivity and efficiency measures displayed a similar downward trajectory for both credit and noncredit. The college has experienced an overall decrease in productivity and efficiency largely due to the impact of the pandemic and the resulting loss of FTES. Class capacity and class size continue to decline, which is impacting enrollments and productivity levels.

**Academic Outcomes:** Although success rates in credit courses have remained relatively stable (74%), the exclusion of EW grades in these calculations may be impacting the true degree to which student retention and persistence were affected by the pandemic. Throughput in transfer-level math and English remains high. Success rates in noncredit courses point to the need for further examination into the definition of student progress and how instructional faculty are assessing successful course completion.

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<sup>2</sup> Further examination is needed to determine if noncredit sections with an online component are getting flagged appropriately.

**Support Services:** In general, the number of students accessing support services (e.g., counseling, DSPS, EOPS) and receiving financial aid has declined in line with lower enrollments, with the exception of students completing education plans, which has increased by 12% in the last five years. Based on survey results, students have encountered challenges in timely access and responsiveness with financial aid and counseling services.

## Key Implications

Based on the highlights above, we have identified the following key implications for the three divisions to consider:

### Enrollment Management

- There is an opportunity to streamline the enrollment process (i.e., steps involved in onboarding and registration) and identify/remove institutional roadblocks students may encounter.
- Further examination into daily enrollment reports is needed to identify notable patterns of where and which modality types and/or courses are filling at a faster rate.
- The college should continue to strategically develop and schedule classes that meet the evolving needs of students and support program completion based on students' modality preference and needs.

### Human Resources and Professional Development

- The balance of face-to-face and online offerings requires a hard look at faculty load and assignments AND student support services business hours, work schedules, and options — which will likely have contractual/bargaining implications.
- There is a need for professional development among Academic and Student Affairs staff to effectively leverage technology to better support students inside and outside the classroom. Training should be focused on building employees' awareness of business processes and services and resources, use of technology, and knowledge about external sources of support for students.

### Student Equity and Success

- Further expansion of evening and virtual academic support services may strengthen student success and retention, especially amongst non-traditional learners such as part-time, evening, and online students.
- The CCC Vision 2030 goals include strategies focused on expanding access and increasing success via dual enrollment and workforce preparation that will affect future state funding opportunities and reporting requirements, which in turn will affect college priorities.

### Continuous Improvement and Data Collection

- Data and information to support decision-making around noncredit has been limited. Increasing research capacity to support the School of Extended Learning is needed to properly track and evaluate academic progress, outcomes, and supports for noncredit students.

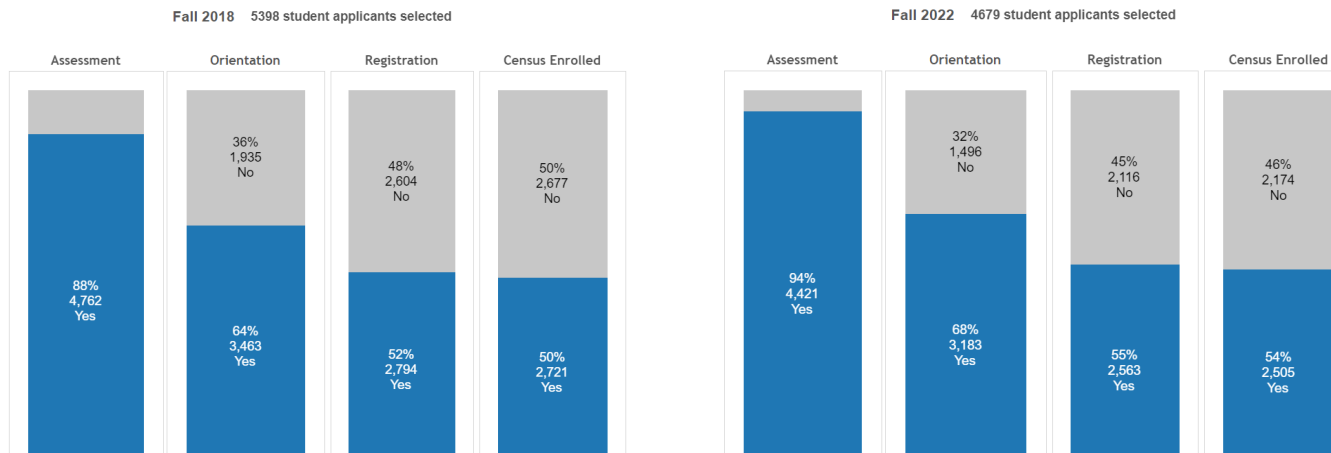
# Credit

## Access

How many students are making it through the onboarding and enrollment process?

**Application to Enrollment:** While the overall number of students<sup>3</sup> who applied to SBCC decreased from 2018 to 2022, the percentage of students completing the onboarding and enrollment process increased, going from 50% to 54% in that five-year period (Figure 1). Moreover, percentage increases were observed across each point in the enrollment process indicating more students are successfully making it through each step. Comparing 2018 to 2022, the largest increase (6%) came from the percentage of students completing Assessment (88% compared to 94%).<sup>4</sup> Students who complete orientation demonstrate an intent to enroll, and in 2022, approximately 14% of students were lost between Orientation and Registration, which presents an opportunity for SBCC to examine their outreach and onboarding efforts at this critical step.

Figure 1. Application to Enrollment, Fall 2018 Compared to Fall 2022



Source: SBCC Tableau Dashboard “Application Through Registration,” retrieved from [https://tableau.sbcc.edu/#/views/ApplicationThroughRegistration\\_16551822486750/ApplicationThroughRegistration?iid=1](https://tableau.sbcc.edu/#/views/ApplicationThroughRegistration_16551822486750/ApplicationThroughRegistration?iid=1)

<sup>3</sup> Represents first-time college students

<sup>4</sup> Assessment refers to students’ placement into English and math courses. SBCC uses multiple measures, including high school grade point average, coursework, and specific course grades, for placement into math and English courses.



## Headcount and Student Characteristics

This section contains information on the **number of unique students** enrolled in credit courses. The data metric included in this section is credit headcount disaggregated by student demographic characteristics.

**Credit Headcount:** The number of individual students enrolled in credit courses, or unduplicated enrollment, based on official census figures.

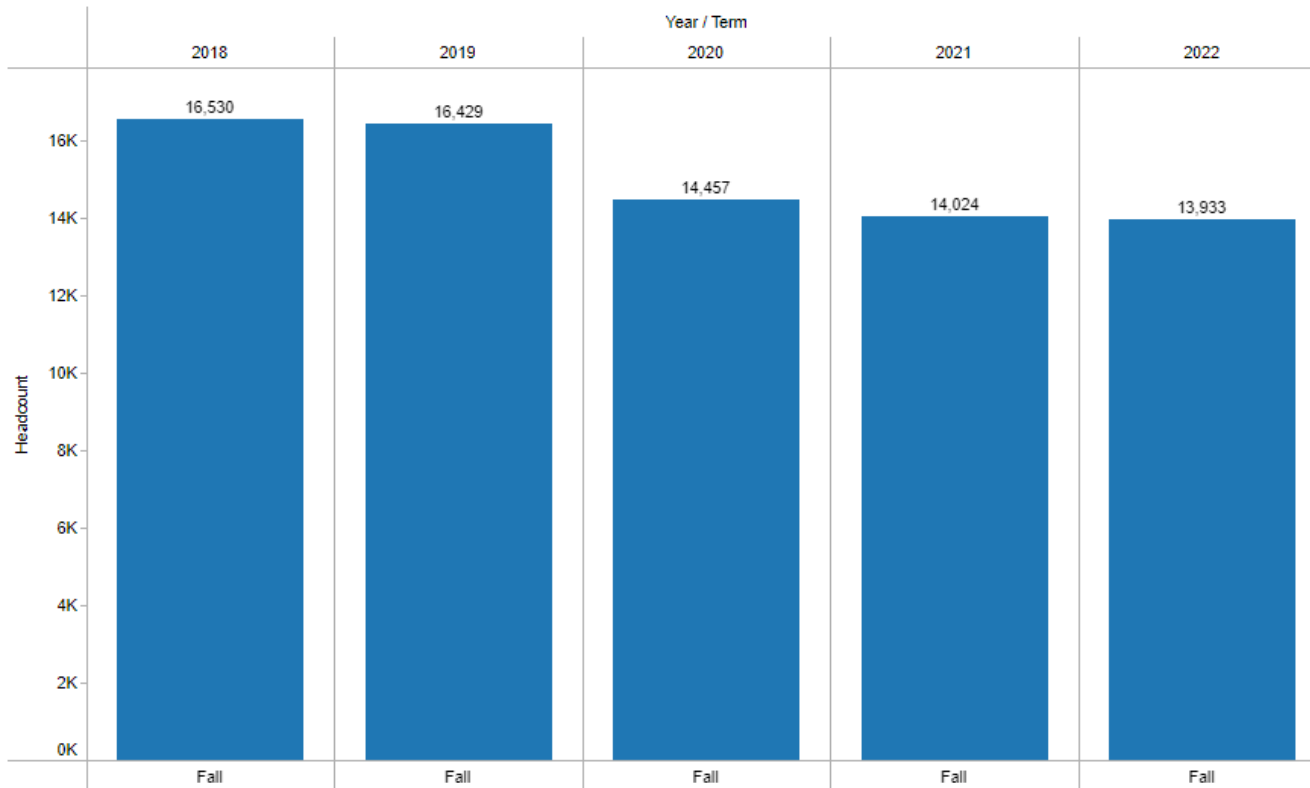
Credit Headcount is reported as follows:

- Overall
- Race/Ethnicity
- Gender
- Age
- Student Type

## How has credit headcount changed over time?

**Credit Headcount:** Between 2018 and 2022, credit headcount declined from 16,530 to 13,933 (-2,597) over the five-year reporting period (Figure 2). Credit headcount was stable from 2018 to 2019; however, in 2020, the pandemic led to a significant drop from the previous year (-13.6%) and credit headcount has continued to decline since then.

Figure 2. Credit Headcount, Fall 2018 to Fall 2022



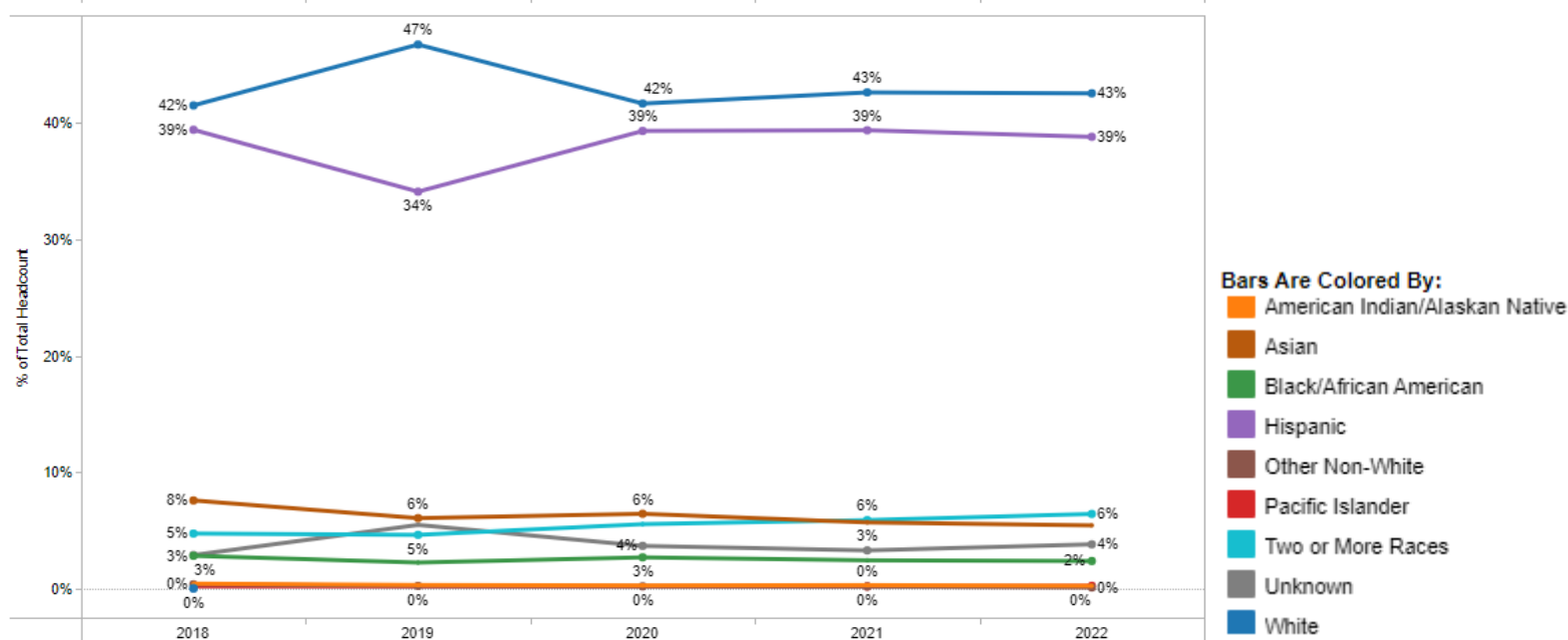
Source: SBCC Tableau Dashboard "Credit Student Demographics," retrieved from <https://tableau.sbcc.edu/#/views/DemographicsofStudents/CreditStudentDemographics?:iid=1>

## How has the distribution of credit headcount changed over time by race/ethnicity?

**Credit Headcount by Race/Ethnicity:** Credit headcount declined across all race/ethnic groups over the five-year reporting period, with the exception of students identifying as two or more races, which increased from 706 to 893 (+107). The most significant drop occurred amongst Hispanic students, which decreased from 6,501 to 5,403 (-1,098) and White students, which decreased from 6,871 to 5,913 (-958).

**Distribution of Credit Headcount by Race/Ethnicity:** From 2018 to 2022, credit headcount declined across all race/ethnicities, so the distribution of students across race/ethnicity has remained relatively unchanged (Figure 3), with one exception. In 2019, there was a notable uptick in the proportion of White students from 42% to 47% (+5 % points), while the proportion of Hispanic students decreased from 39% to 34% (-5 % points); however, in 2020, there was a drop in enrollments among White students (-5 % points) and a comparable increase among Hispanic students, returning to pre-pandemic levels.

Figure 3. Distribution of Credit Headcount by Race/Ethnicity, Fall 2018 to Fall 2022



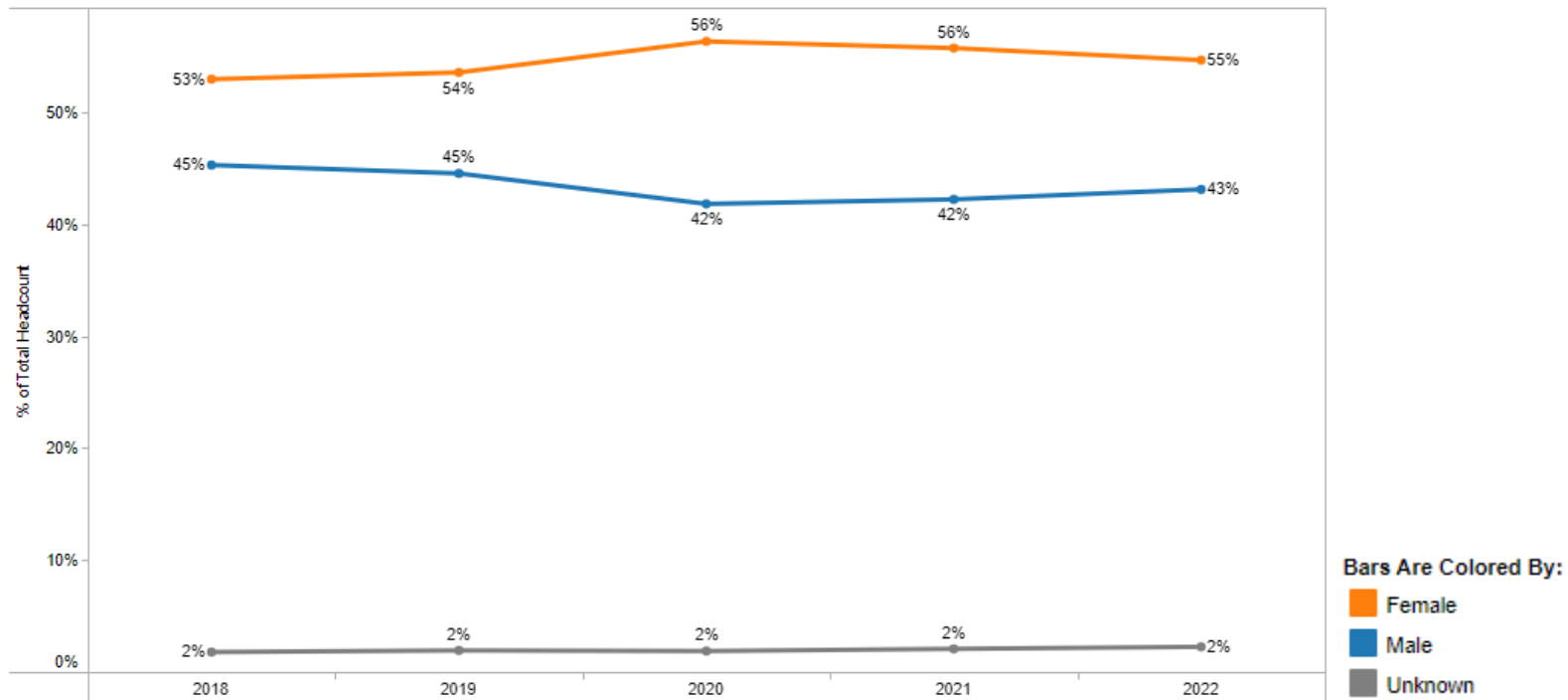
Source: SBCC Tableau Dashboard “Credit Student Demographics,” retrieved from <https://tableau.sbcc.edu/#/views/DemographicsofStudents/CreditStudentDemographics?:iid=1>

## How has credit headcount changed over time by gender?

**Credit Headcount by Gender:** From 2018 to 2022, credit headcount declined across female and male students; however, over the five-year reporting period, the drop in male students was larger, going from 7,489 to 6,014 (-1,475), while the drop in the number of female students was slightly less from 8,747 to 7,607 (-1,140).

**Distribution of Credit Headcount by Gender:** While credit headcount declined for both female and male students over the five-year reporting period, there was a larger decrease amongst male students, so they now make up a smaller proportion (43% compared to 45%) of the total student population (Figure 4).

Figure 4. Distribution of Credit Headcount by Gender, Fall 2018 to Fall 2022



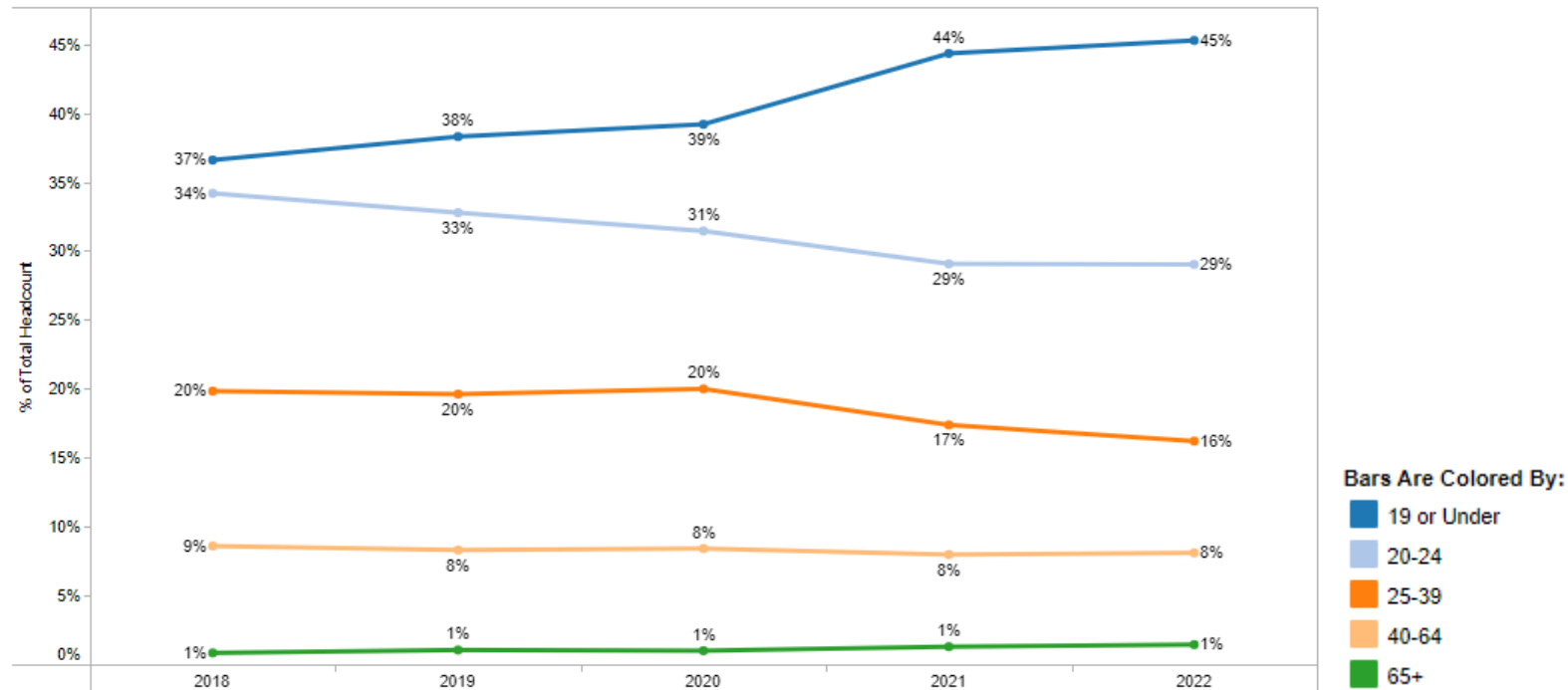
Source: SBCC Tableau Dashboard “Credit Student Demographics,” retrieved from <https://tableau.sbcc.edu/#/views/DemographicsofStudents/CreditStudentDemographics?:iid=1>

## How has credit headcount changed over time by age?

**Credit Headcount by Age:** The two age groups that continue to make up the majority of credit headcount include students who are 19 and under (45%) and students between the ages of 20 and 24 (29%). Credit headcount declined for all age groups over the five-year reporting period, with the exception of students who are 19 and under, which grew from 6,068 to 6,318 (+250/x%).

**Distribution of Credit Headcount by Age:** The proportion of younger students has grown, likely due to dual enrollment efforts. Older students have remained steady, and the age groups in between (i.e., 20 to 39) are shrinking (Figure 5). The proportion of credit students who are 19 or under has increased (+8 % points), while the proportion of credit students between the ages of 20 and 24 has decreased (-5 % points). The percentage of students between the ages of 25 and 39 has also decreased (-4 % points). The percentage of students who are 40 years and older has remained relatively unchanged.

Figure 5. Distribution of Credit Headcount by Age, Fall 2018 to Fall 2022



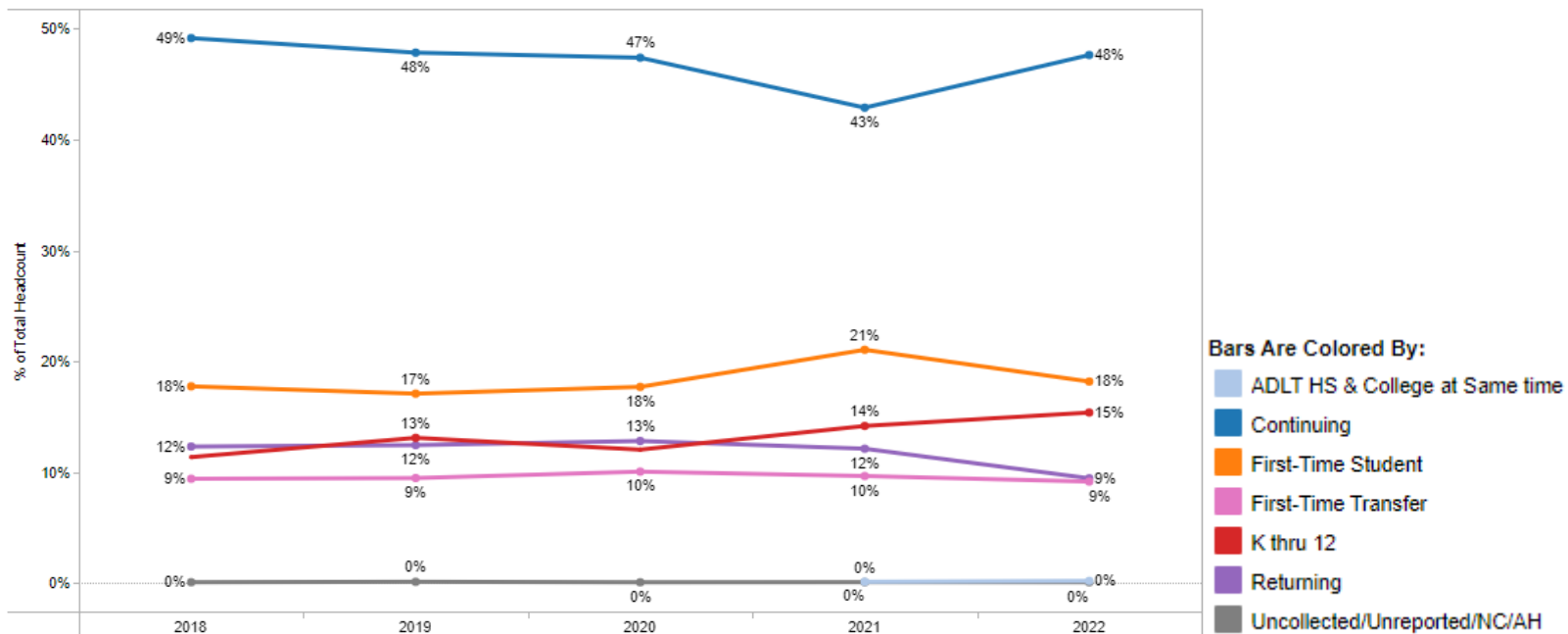
Source: SBCC Tableau Dashboard "Credit Student Demographics," retrieved from <https://tableau.sbcc.edu/#/views/DemographicsofStudents/CreditStudentDemographics?.iid=1>

## How has the distribution of credit headcount changed over time by student type?

**Credit Headcount by Student Type:** Credit headcount declined across all student types over the five-year reporting period with the exception of K through 12 students who increased from 1,883 to 2,159 (+276). The greatest loss in credit headcount stemmed from continuing students, decreasing from 8,119 to 6,625 (-1,494), followed by returning students who decreased from 2,936 to 2,528 (-717). First-time students were on the decline from 2018 to 2020 (-384), rebounded in 2021 (+404), then shrank again in 2022 (-428). Continuing students demonstrated steady decline through 2021 but rebounded somewhat in 2022 (+616) compared to the previous year.

**Distribution of Credit Headcount by Student type:** The distribution of credit headcount across student type has remained relatively unchanged over the five-year reporting period with only slight shifts in the proportion of K thru 12 students going from 11% to 15%, and the proportion of returning students shrinking from 12% to 9% (Figure 6). First-time students rebounded in 2021 increasing from 18% to 21%, but shrank again in 2022. Consequently, continuing students displayed the opposite pattern, dropping from 47% to 43% in 2021 but rebounding in 2022.

Figure 6. Distribution of Credit Headcount by Student Type, Fall 2018 to Fall 2022



Source: SBCC Tableau Dashboard “Credit Student Demographics,” retrieved from <https://tableau.sbcc.edu/#/views/DemographicsofStudents/CreditStudentDemographics?:iid=1>

## Section Offerings

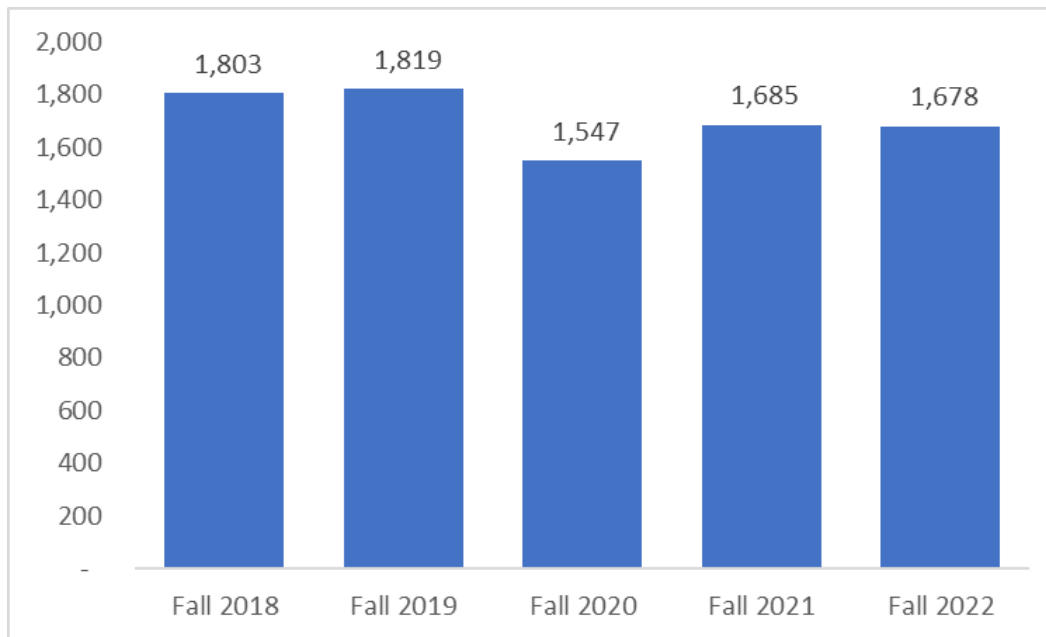
This section contains information on the number of credit course sections and instructional modalities offered at SBCC. Section information is reported by the following characteristics:

- Overall
- Instructional Modality

## How has the number of credit sections changed over time?

**Credit Sections:** Overall, the number of credit sections decreased by 125 (-6.9%) over the five-year reporting period (Figure 7). The number of credit sections grew slightly from 2018 to 2019; however, in 2020, the pandemic led to a significant drop in section offerings of 256 (-14.1%) compared to 2019. The number of sections increased in 2021 by 138 and has remained stable since then; however, still lower than pre-pandemic offerings. This pattern mirrors what was observed with credit headcount, except in 2022, when the number of sections was about the same as the previous year, but the number of students declined as did FTES.

Figure 7. Number of Credit Sections, Fall 2018 to Fall 2022



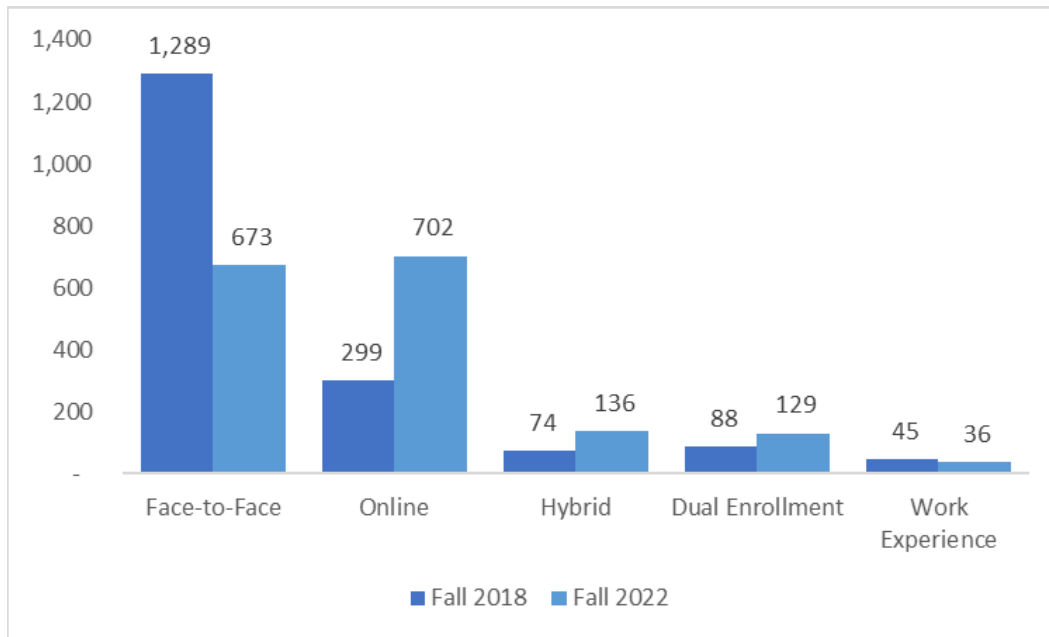
Source: SBCC Tableau Dashboard "Productivity Analysis," retrieved from [https://tableau.sbcc.edu/#/views/ProductivityAnalysis\\_16572436224890/ProductivityAnalysis?iid=2](https://tableau.sbcc.edu/#/views/ProductivityAnalysis_16572436224890/ProductivityAnalysis?iid=2)



## How has the number of credit sections changed over time by instructional modality?

**Credit Sections by Instructional Modality:** Over the five-year reporting period, there has been a dramatic shift from face-to-face to online sections due to the pandemic and transition to remote instruction (Figure 8). In 2018, the vast majority of credit sections offered were face-to-face (72%), while online sections made up only a small proportion of the total section offerings (17%). As of 2022, the proportion of face-to-face (37%) and online (39%) section offerings are much closer. Hybrid and dual enrollment sections account for only a small percentage of the overall section count, but both have seen upward ticks across the five-year reporting period. The number of hybrid sections has almost doubled (+62), while dual enrollment has grown by 47% (+41).

Figure 8. Number of Credit Sections by Instructional Modality, Fall 2018 Compared to Fall 2022



Source: SBCC Tableau Dashboard "Productivity Analysis," retrieved from [https://tableau.sbcc.edu/#/views/ProductivityAnalysis\\_16572436224890/ProductivityAnalysis?:iid=2](https://tableau.sbcc.edu/#/views/ProductivityAnalysis_16572436224890/ProductivityAnalysis?:iid=2)

## Productivity and Efficiency

This section contains information on credit productivity and efficiency measures. The data metrics included in this section are: enrollments, FTES, class size, class capacity, fill rate, FTES/FTEF, yield, and load in credit courses.

**Enrollments:** a measure of productivity that represent the number of seats enrolled, or duplicated headcount, based on official census figures.

**FTES:** a measure of productivity that represents the total number of Full-Time Equivalent Students enrolled (1 FTES = 525 contact hours).

**Average Class Size:** a measure of productivity that represents the average number of students enrolled across all credit sections in a specified term.

**Average Class Cap:** a measure of productivity that represents the average number of students permitted to enroll across all credit sections in a specified term. Enrollments may exceed the class capacity if students receive an add/permission code.

**Average Fill Rate:** a measure of efficiency that represents the average ratio of enrollments (e.g. class size) to class capacity.

**FTES/FTEF:** a measure of efficiency that represents the ratio of Full-Time Equivalent Students (FTES) to Full-time Equivalent Faculty (FTEF).

**Load:** a measure of efficiency that represents the ratio of Weekly Student Contact Hours (WSCH) to Full-time Equivalent Faculty (FTEF).

**Yield:** a measure of efficiency that represents the ratio of Full-Time Equivalent Students (FTES) to sections.

## How has credit productivity and efficiency changed over time?

**Credit Productivity:** Over the five-year reporting period, the majority of all productivity measures display a similar downward trajectory (Table 1). From 2018 to 2022, **credit enrollments** declined from 48,322 to 39,653 (-8,669), resulting in an overall decrease of 18%. Consequently, **credit FTES** displayed a similar pattern declining from 6,136.2 to 4,906.0 (-1,195.3), resulting in a total decrease of 20%. The most significant drop in enrollments and FTES occurred in 2020 due to the pandemic. Both productivity measures have continued to decline post-pandemic, despite an increase in section offerings in the last two years. **Credit FTEF** declined from 406.8 to 374.8, amounting to an overall decrease of 8%. The **average class size** for credit courses shrank from 26.8 to 23.6 (-3.2/12%), as did the **average class capacity** for credit courses, going from 31.5 to 27.9 (-3.6/11%). The proportion of full-time **faculty TLUs** increased and consequently the proportion of part-time faculty TLUs decreased.

**Credit Efficiency:** Over the five-year reporting period, efficiency decreased alongside productivity. **Fill rates** in credit courses displayed only a nominal decline, going from 85.0% to 84.5% (-0.5% points), as class capacities were adjusted to reflect the shrinking class sizes (Table 1). **FTES/FTEF** dropped from 15.1 to 13.2 (-1.9/13%) and **load** decreased from 452.5 to 395.5 (-57/13%). From 2018 to 2022, both efficiency measures displayed a percentage decrease of 12.6% because the decrease in FTEF was not proportional to the loss that occurred in FTES and WSCH. **Yield** followed a similar pattern dropping from 3.4 to 2.9 (-0.5/15%). Similar to the trends observed across productivity measures, efficiency was hit hardest in 2020 when the college had fewer sections available and generated fewer enrollments and less FTES during the pandemic.

Table 1. Credit Productivity and Efficiency, Fall 2018 to Fall 2022

	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Total Tlus	6,103.8	6,099.3	5,269.4	5,570.9	5,619.4
Contract Tlus	3,144.3	3,247.5	2,966.5	3,169.8	3,097.2
Adjunct Tlus	2,959.5	2,851.8	2,302.9	2,401.2	2,522.2
% FT TLU	51.5%	53.2%	56.3%	56.9%	55.1%
% Hourly TLU	48.5%	46.8%	43.7%	43.1%	44.9%
Total Enrollment	48,322	47,881	40,045	39,668	39,653
Total Sections	1,803	1,819	1,547	1,685	1,678
Average Class Size	26.80	26.32	25.89	23.54	23.63
Average Class Cap	31.53	31.33	28.82	26.71	27.97
Average Fill Rate	85.0%	84.0%	89.8%	88.1%	84.5%
FTEF	406.8	406.8	351.5	371.5	374.8
FTES	6,136.2	6,121.4	5,120.9	4,906.0	4,940.9
WSCH	184,086.0	183,642.0	153,626.7	147,178.5	148,227.9
FTES/FTEF	15.1	15.0	14.6	13.2	13.2
Yield (FTES/Sections)	3.4	3.4	3.3	2.9	2.9
Load (WSCH/FTEF)	452.5	451.4	437.0	396.2	395.5

Source: SBCC Tableau Dashboard "Productivity Analysis," retrieved from [https://tableau.sbcc.edu/#/views/ProductivityAnalysis\\_16572436224890/ProductivityAnalysis?:iid=2](https://tableau.sbcc.edu/#/views/ProductivityAnalysis_16572436224890/ProductivityAnalysis?:iid=2)

## Student Progress

This section contains information on credit student progress milestones, which may be considered indirect assessments of student learning and leading indicators for completion of long-term academic outcomes. The data metrics included in this section are: success rates, throughput, and retention.

**Credit Success Rates:** successful course completion, or success rate, is the percentage of students who complete a course with a successful grade out of the total official census enrollments. A **successful grade** is a grade of A, B, C, or P. An **unsuccessful grade** is a grade of D, F, FW, I, NP. **Withdrawal** is a grade of W. In Progress (IP) Military Withdrawal (MW), Excused Withdrawal (EW), and Report Delayed (RD) grades are not included.

**Throughput:** the number/percentage of students in a given cohort who successfully complete a transfer-level course in English or math within a specified timeframe (e.g., one year). The cohort is defined by the student's starting level and the academic year of the student's first English or math enrollment.

**Fall-to-Fall Retention:** the number/percentage of first-time degree or transfer seeking students who enroll in the subsequent fall semester after their first fall semester enrollment.

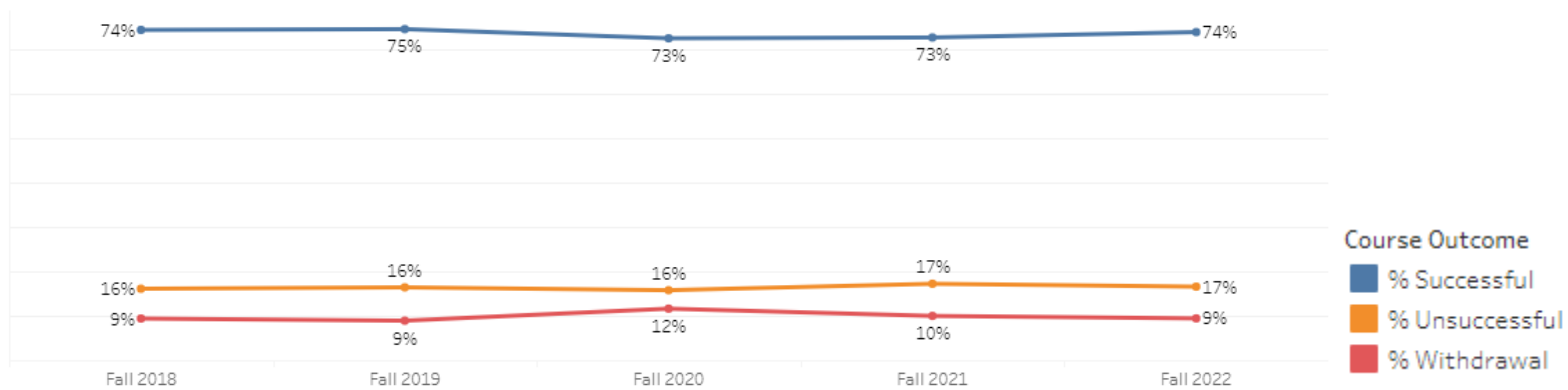
Student progress milestones are organized as follows:

- Overall
- Race/Ethnicity
- Gender
- Age
- Instructional Modality

## How have success rates in credit courses changed over time?

**Credit Success Rates:** Success rates in credit courses remained stable from 2018 to 2022 at 74% (Figure 9). In 2020, success rates did decrease by 2 percentage points from the previous year, while the percentage of course withdrawals increased by 3 percentage points in that same timeframe. This drop was likely due to the pandemic and its resulting impact on student retention. There was a high number of EW grades in spring 2020 (over 2,600), whereas other regular semesters tend to record fewer than 180 EW grades. The high volume of EW grades in spring 2020 contributed directly to the higher course success rate for the semester. As of fall 2022, the percentage of successful course completions has returned to pre-pandemic rates.

Figure 9. Credit Success Rates, Fall 2018 to Fall 2022



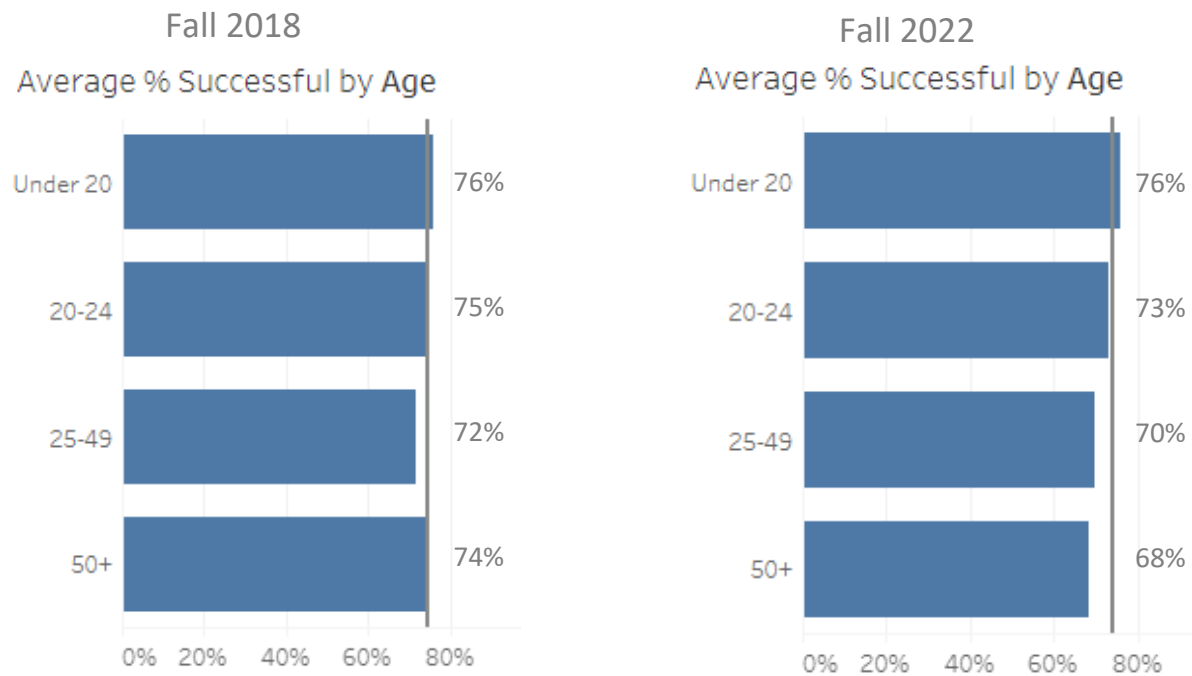
Source: SBCC Tableau Institution-Wide Course Outcomes,” retrieved from [https://tableau.sbcc.edu/#/views/CourseSuccess/1\\_Institution-WideCourseOutcomes?.iid=1](https://tableau.sbcc.edu/#/views/CourseSuccess/1_Institution-WideCourseOutcomes?.iid=1)

## How have success rates in credit courses changed over time by age?

**Success Rates by Age:** From fall 2018 to fall 2022, success rates were stable amongst students who were 24 and under, but declined among students between the ages of 25 and 49 (-2 % points) and students age 50 and older (-3 % points) (Figure 10).

The *vertical gray line* on the bar graphs is the average line, which indicates the average success rate of all students for the time period and course attributes selected (i.e., average of what is shown in the line graph).

Figure 10. Course Success Rates by Age, Fall 2018 Compared to Fall 2022



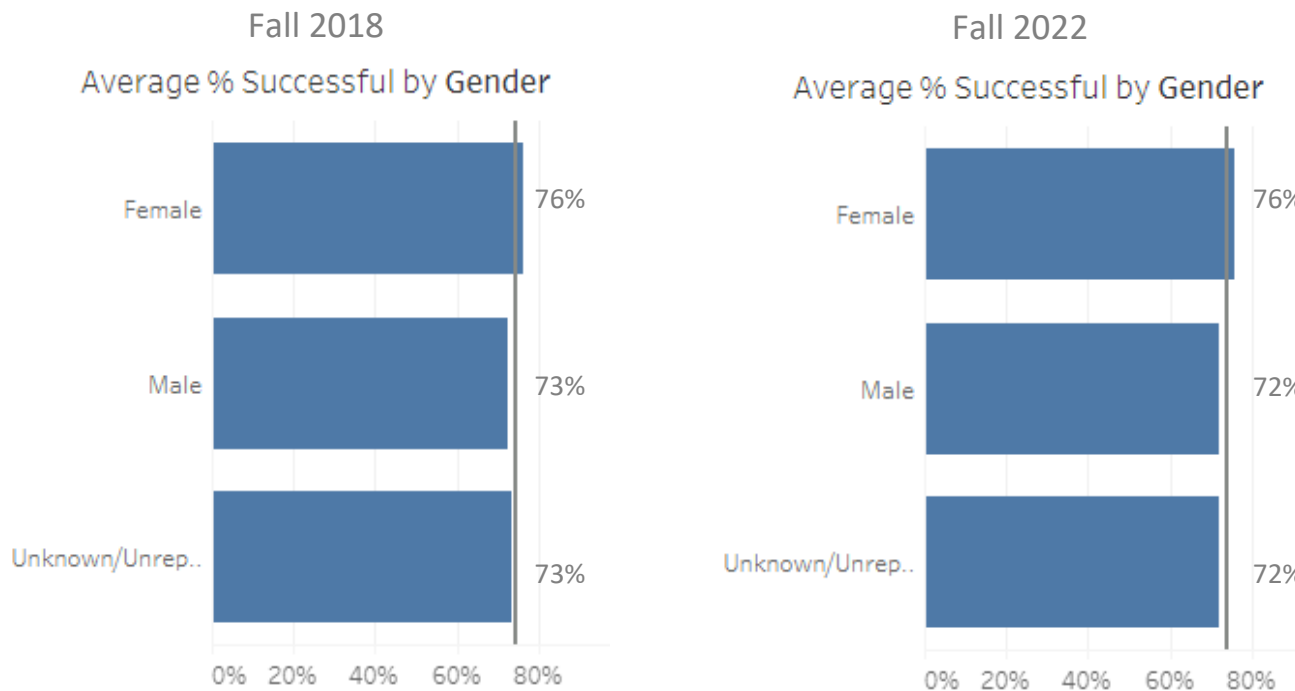
Source: SBCC Tableau “1. Institution-Wide Course Outcomes,” retrieved from [https://tableau.sbcc.edu/#/views/CourseSuccess/1\\_Institution-WideCourseOutcomes?:iid=1](https://tableau.sbcc.edu/#/views/CourseSuccess/1_Institution-WideCourseOutcomes?:iid=1)

## How have success rates in credit courses changed over time by gender?

**Success Rates by Gender:** Success rates decreased amongst males between fall 2018 and fall 2022 (-1 % points) (Figure 11).

The *vertical gray line* on the bar graphs is the average line, which indicates the average success rate of all students for the time period and course attributes selected (i.e., average of what is shown in the line graph).

Figure 11. Course Success Rates by Gender, Fall 2018 Compared to Fall 2022



Source: SBCC Tableau "1. Institution-Wide Course Outcomes," retrieved from [https://tableau.sbcc.edu/#/views/CourseSuccess/1\\_Institution-WideCourseOutcomes?:iid=1](https://tableau.sbcc.edu/#/views/CourseSuccess/1_Institution-WideCourseOutcomes?:iid=1)

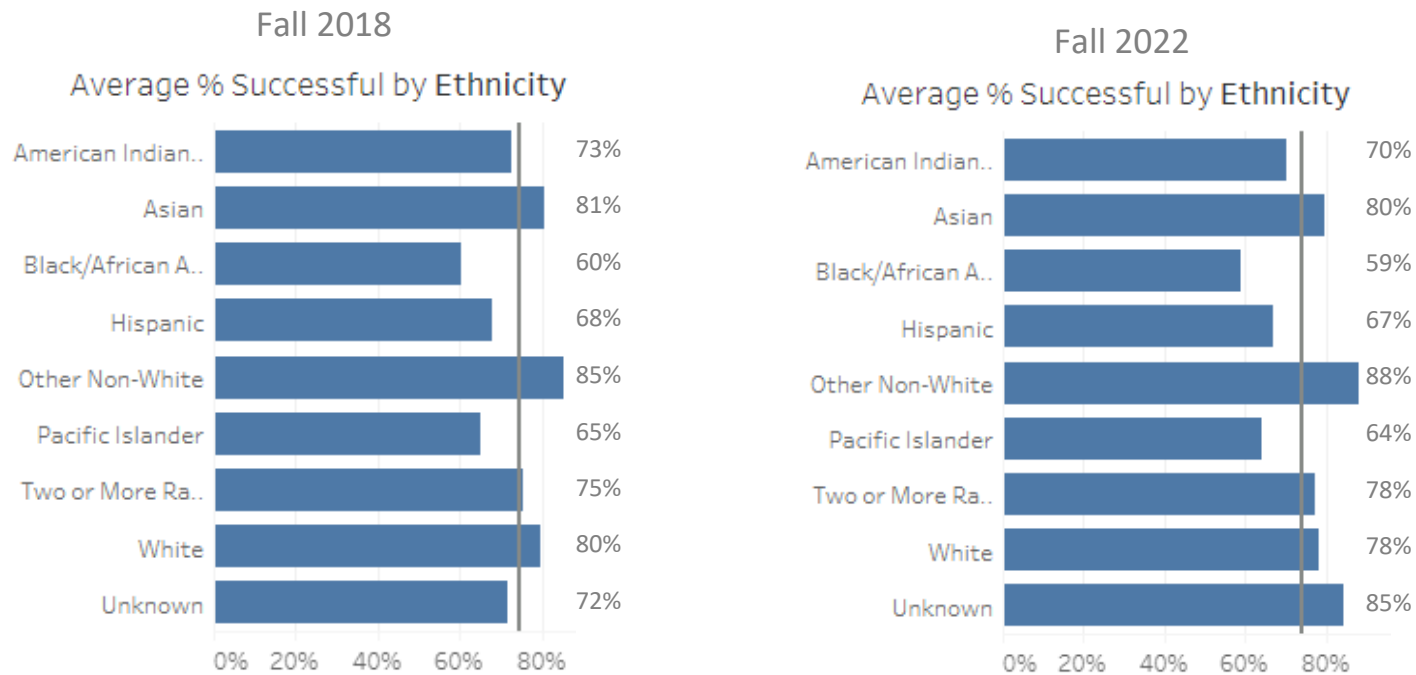


## How have success rates in credit courses changed over time by ethnicity?

**Success Rates by Ethnicity:** From fall 2018 to fall 2022, success rates decreased across all ethnicities with the exception of other non-white students (+3 % points) and students whose ethnicity was unknown (+12 % points) (Figure 12). The equity gaps among American Indian, Black/African American, Hispanic, Pacific Islander in 2018 persist in 2022.

The *vertical gray line* on the bar graphs is the average line, which indicates the average success rate of all students for the time period and course attributes selected (i.e., average of what is shown in the line graph).

Figure 12. Course Success Rates by Ethnicity, Fall 2018 Compared to Fall 2022

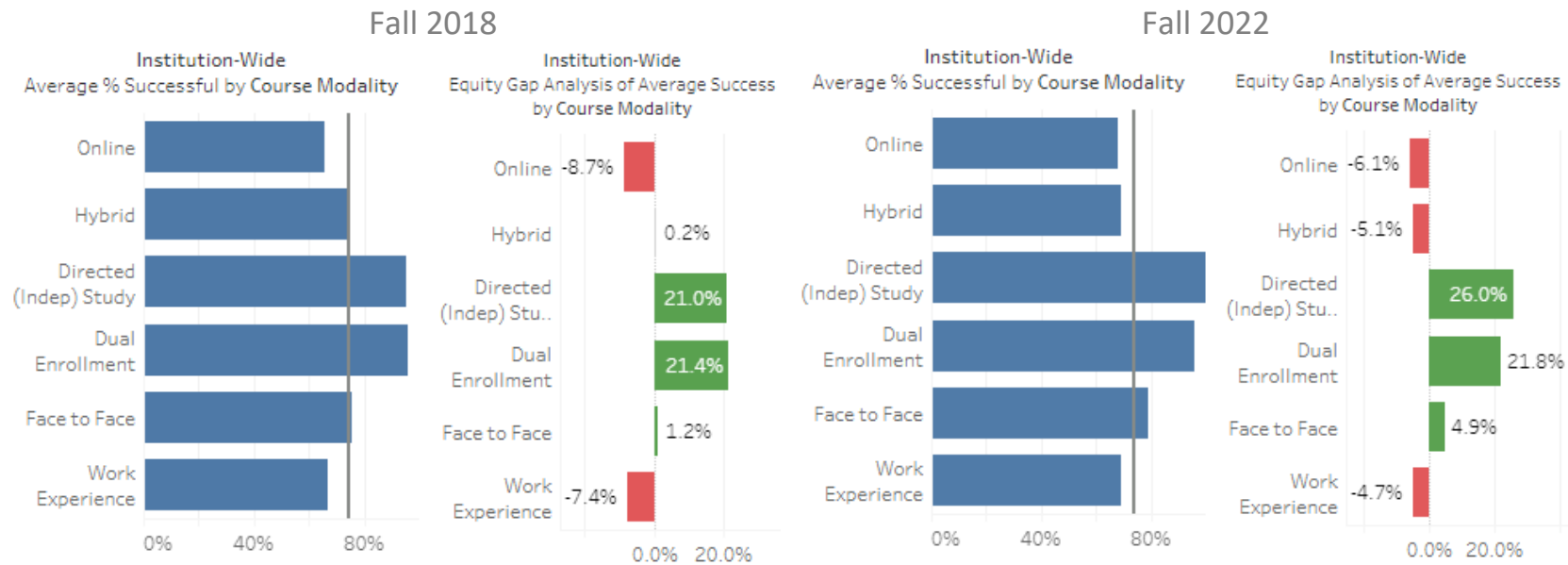


Source: SBCC Tableau “1. Institution-Wide Course Outcomes,” retrieved from [https://tableau.sbccc.edu/#/views/CourseSuccess/1\\_Institution-WideCourseOutcomes?:iid=1](https://tableau.sbccc.edu/#/views/CourseSuccess/1_Institution-WideCourseOutcomes?:iid=1)

## How have success rates in credit courses changed over time by instructional modality?

**Success Rates by Instructional Modality:** From fall 2018 to fall 2022, success rates increased across most instructional modalities, with the greatest increases observed in Directed (Independent) Study (+5 % points) courses and face-to-face courses (+3 % points) (Figure 13). The only instructional modality that experienced a decline in success rates over that five-year period was Hybrid courses (-6 % points).

Figure 13. Course Success Rates by Instructional Modality, Fall 2018 Compared to Fall 2022

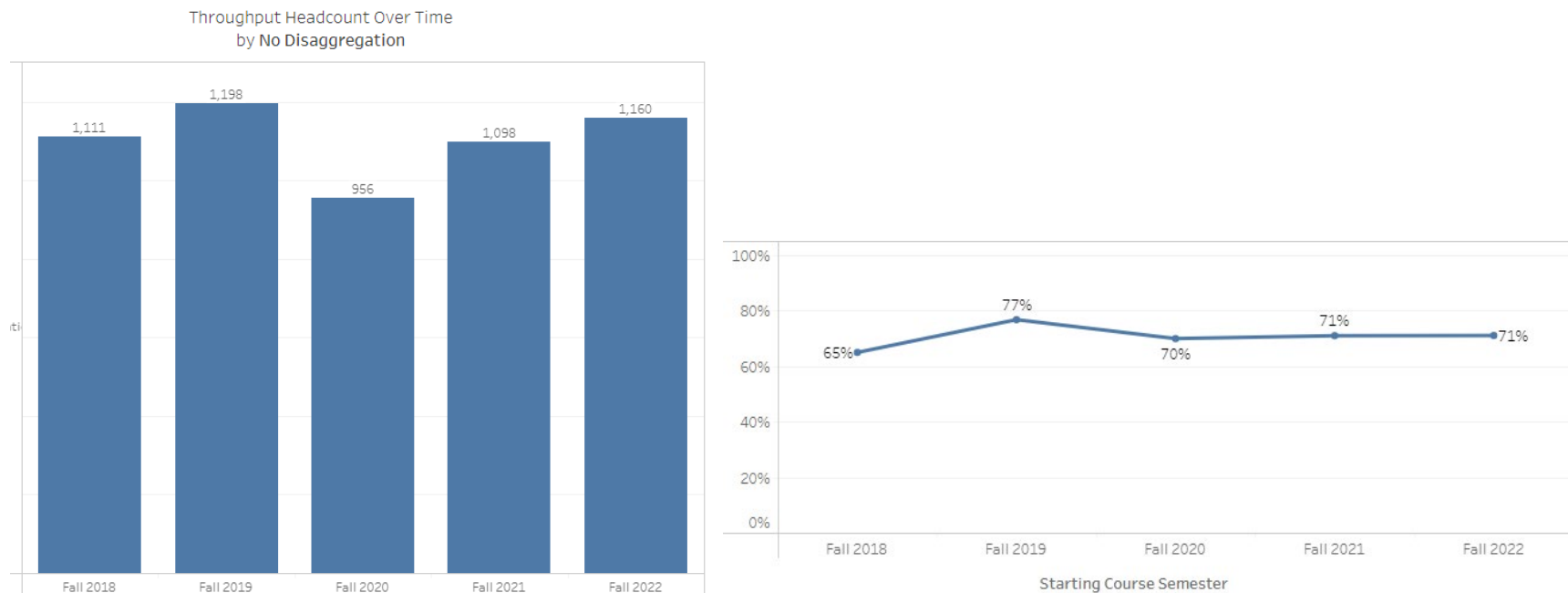


Source: SBCC Tableau "Institution-Wide Course Outcomes," retrieved from [https://tableau.sbcc.edu/#/views/CourseSuccess/1\\_Institution-WideCourseOutcomes?.iid=1](https://tableau.sbcc.edu/#/views/CourseSuccess/1_Institution-WideCourseOutcomes?.iid=1)

## How has throughput in English changed over time?

**English Throughput:** The number of students completing transfer-level English in one year peaked in 2019, and after a decline in 2020 due to the pandemic, the number has been on the rise since 2020 (+204). Throughput also peaked in 2019, declined in 2020, but has remained at the same level since 2020 (Figure 14).

Figure 14. English Throughput Counts and Rates, Fall 2018 to Fall 2022

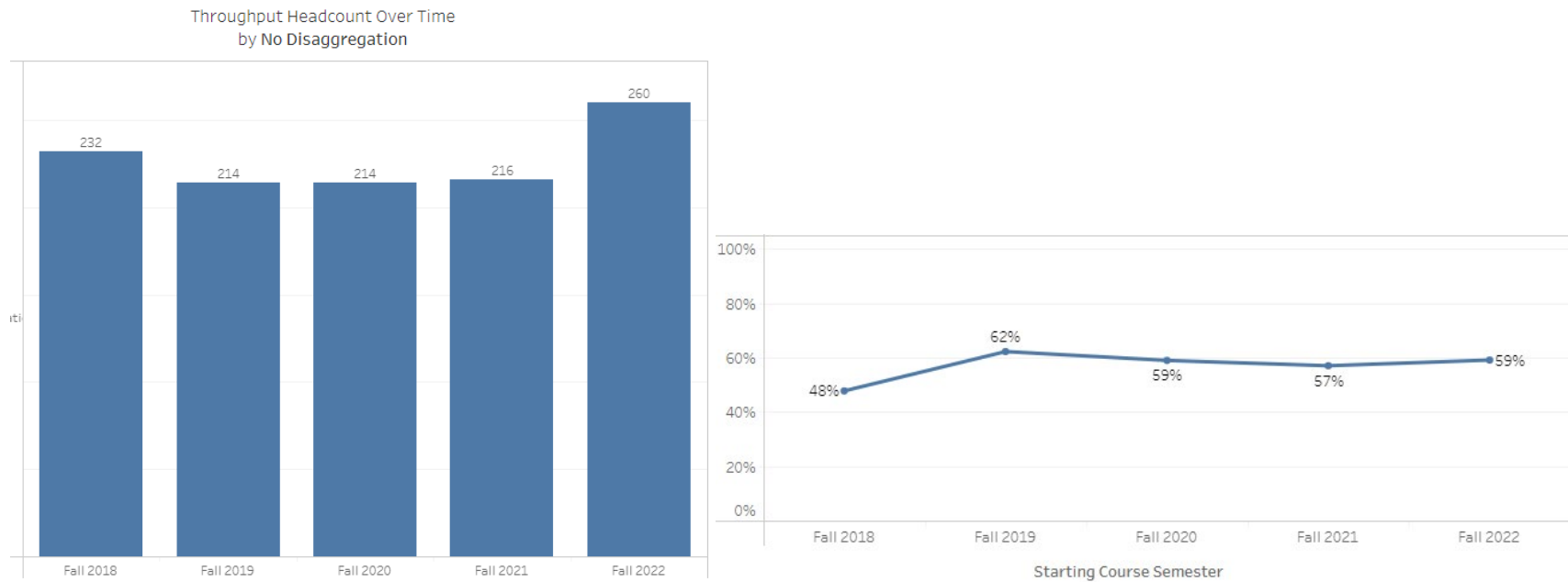


Source: SBCC Tableau Dashboard "AB 705 Outcomes," retrieved from <https://tableau.sbcc.edu/#/workbooks/354/views>

## How has throughput in math changed over time?

**Math B-STEM<sup>5</sup> Throughput:** The number of students who successfully completed transfer-level math (B-STEM) was stable the first four years of the reporting period; however, in 2022, there was a noticeable increase from 216 to 260 (+20%) (Figure 15). Overall, there has been an increase in the number (+28) and rate (+11 % points) of students successfully completing transfer-level math (B-STEM) from fall 2018 to fall 2022.

Figure 15. Math B-STEM Throughput Counts and Rates, Fall 2018 to Fall 2022

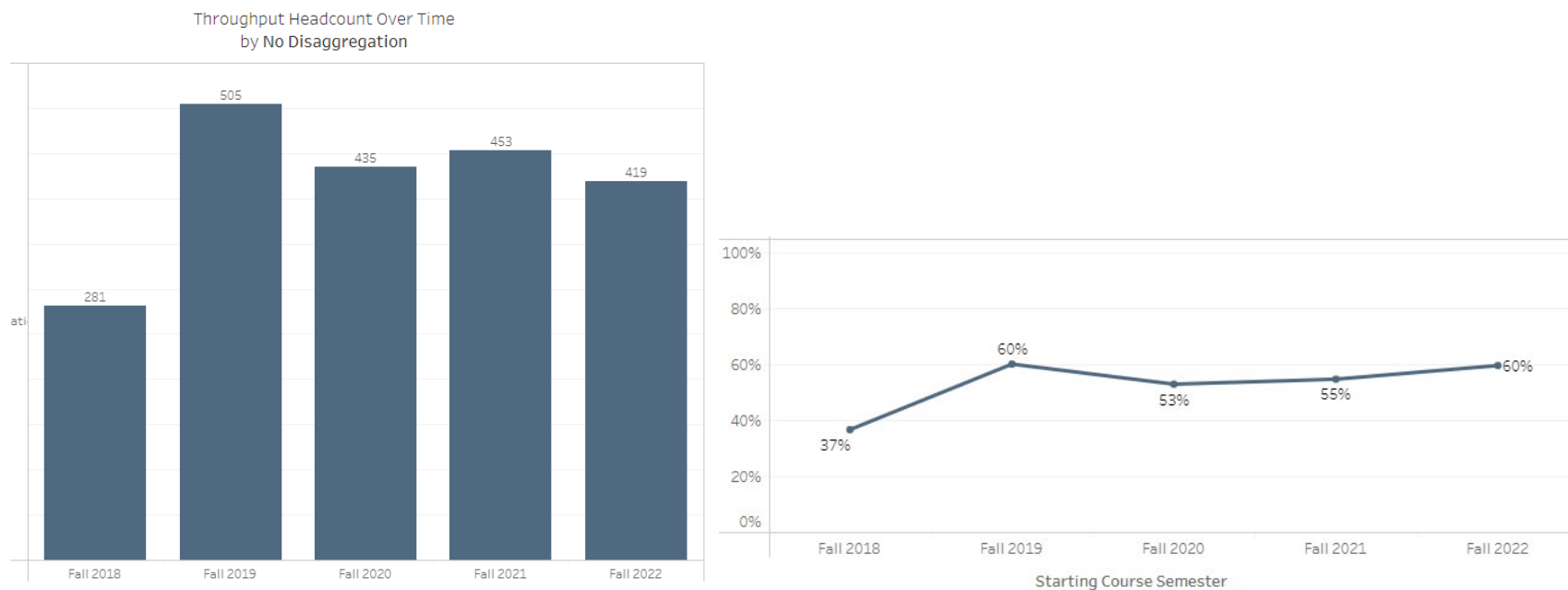


Source: SBCC Tableau Dashboard “AB 705 Outcomes,” retrieved from <https://tableau.sbcc.edu/#/workbooks/354/views>

<sup>5</sup> B-STEM refers to Business, Science, Technology, Engineering, and Math. For students on a B-STEM pathway, the first transfer-level math attempt is Trigonometry, College Algebra, Precalculus, Calculus I, or Applied Calculus.

**Math SLAM<sup>6</sup> Throughput:** The number of students who successfully completed transfer-level math (SLAM) increased significantly in the first year of the reporting period and has since leveled off (Figure 16). Overall, there has been an increase in the number (+138) and rate (+23 % points) of students successfully completing transfer-level math (SLAM) from fall 2018 to fall 2022.

Figure 16. SLAM Throughput Counts and Rates, Fall 2018 to Fall 2022



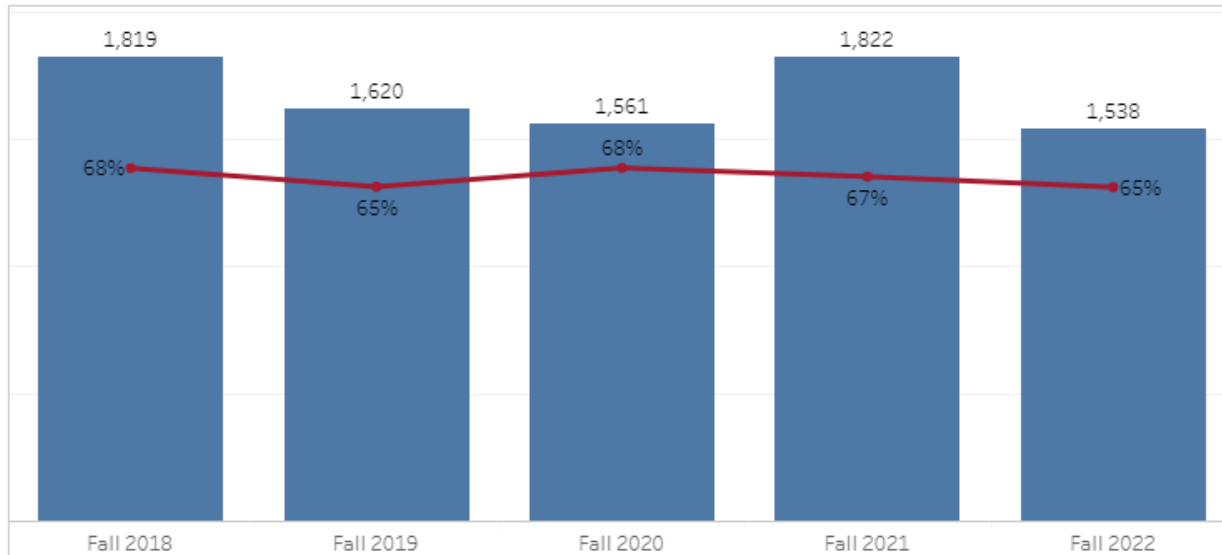
Source: SBCC Tableau Dashboard “AB 705 Outcomes,” retrieved from <https://tableau.sbcc.edu/#/workbooks/354/views>

<sup>6</sup> SLAM refers to Statistics and Liberal Arts Math. For students on a SLAM pathway, the first transfer-level math attempt is Liberal Arts Math or Statistics, which may include statistics courses taught in other disciplines (e.g., Psychology, Business).

## How has fall-to-fall retention among credit students changed over time?

**Fall-to-Fall Retention:** Overall, there has been a decrease in the number (-281) and percentage (-3 % points) of students retained from 2018 to 2022 in credit courses (Figure 17). Fall-to-fall retention was trending downward the first three years of the reporting period; however, in 2021, there was a noticeable uptick in the number of students retained (+261), but dropped down again the following year.

Figure 17. Fall-to-Fall Retention Counts and Rates, Fall 2018 to Fall 2022



Source: SBCC Tableau Dashboard “Fall to Fall Retention,” retrieved from <https://tableau.sbcc.edu/#/views/ProgressRetentionFalltoFall/FalltoFallRetention?:iid=1>

## Student Completion

This section contains information on student completion of long-term academic outcomes. The data metrics included in this section are: Awards Conferred, Transfer Volume/Rate, and Transfer Velocity.

**Credit Awards Conferred:** the number of associate degrees and certificates given in a specified timeframe (i.e., academic year).

**Transfer Volume/Rate:** the number and percentage of students with a transfer oriented educational goal who transfer to a 4-year institution within one year of earning their degree or achieving transfer-ready status.

**Transfer Velocity:** the number of students who transfer to a four-year institution within four years of initial enrollment out of the total cohort for that year. The cohorts are first-time college students with a minimum of 12 units earned who attempted a transfer level math or English course.

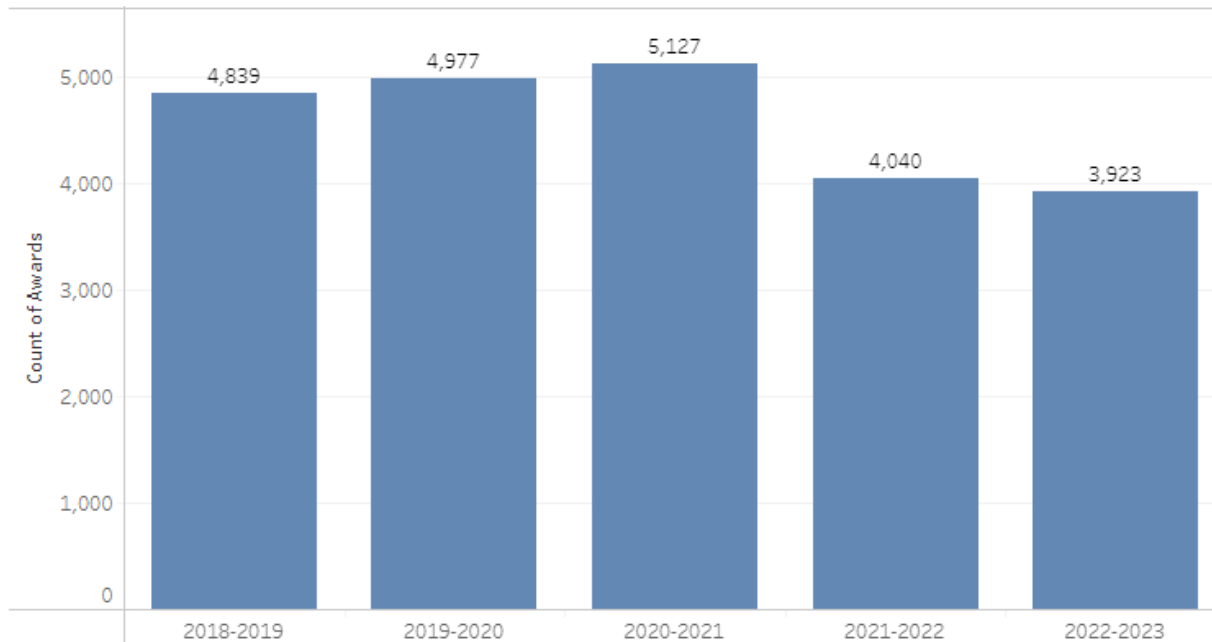
Student completion metrics are reported as follows:

- Overall
- Award Type

## How has the number of credit awards changed over time?

**Credit Awards Conferred:** The total number of credit awards conferred declined in the five-year reporting period, following a similar pattern to credit headcount (Figure 18). From 2018 to 2022, total awards went from 4,839 to 3,923 resulting in a net decrease of 916 awards (-19%) in that timeframe. The largest drop occurred in 2021-22, with another smaller decline in 2022-23.

Figure 18. Credit Awards Conferred, 2018-19 to 2022-23



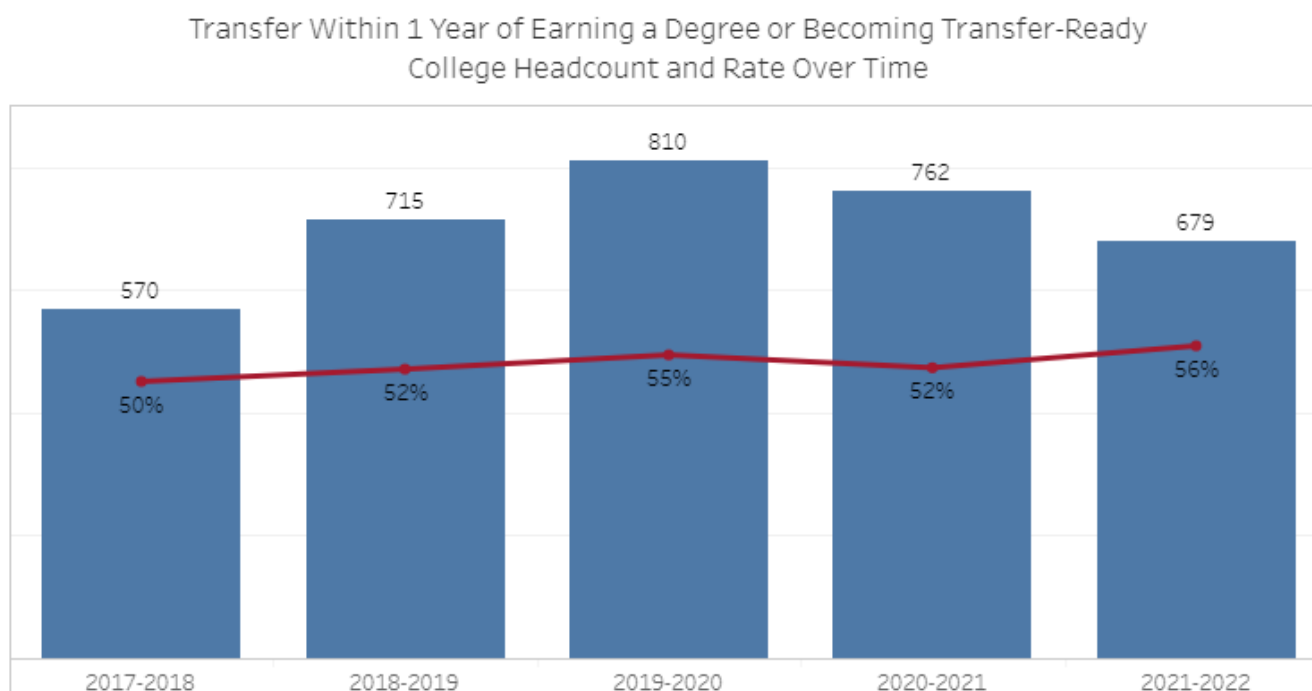
Source: SBCC Tableau "Awards by Academic Year," retrieved from <https://tableau.sbcc.edu/#/views/SuccessEarnedaCertificateorDegree/AwardsbyAcademicYear>



## How has the number and percentage of students who transfer to a university changed over time?

**Transfer Volume/Rate:** There was an increase in the number of transfer students during the first three years of the reporting period, peaking in 2019-20 at 810 (Figure 19). In 2020-21, these numbers started trending downward; however, there was still a 19% net increase in transfer students from 2017-18 to 2021-22, going from 570 to 679 in that five-year reporting period.

Figure 19. Transfer Volume and Rate, 2017-18 to 2021-22

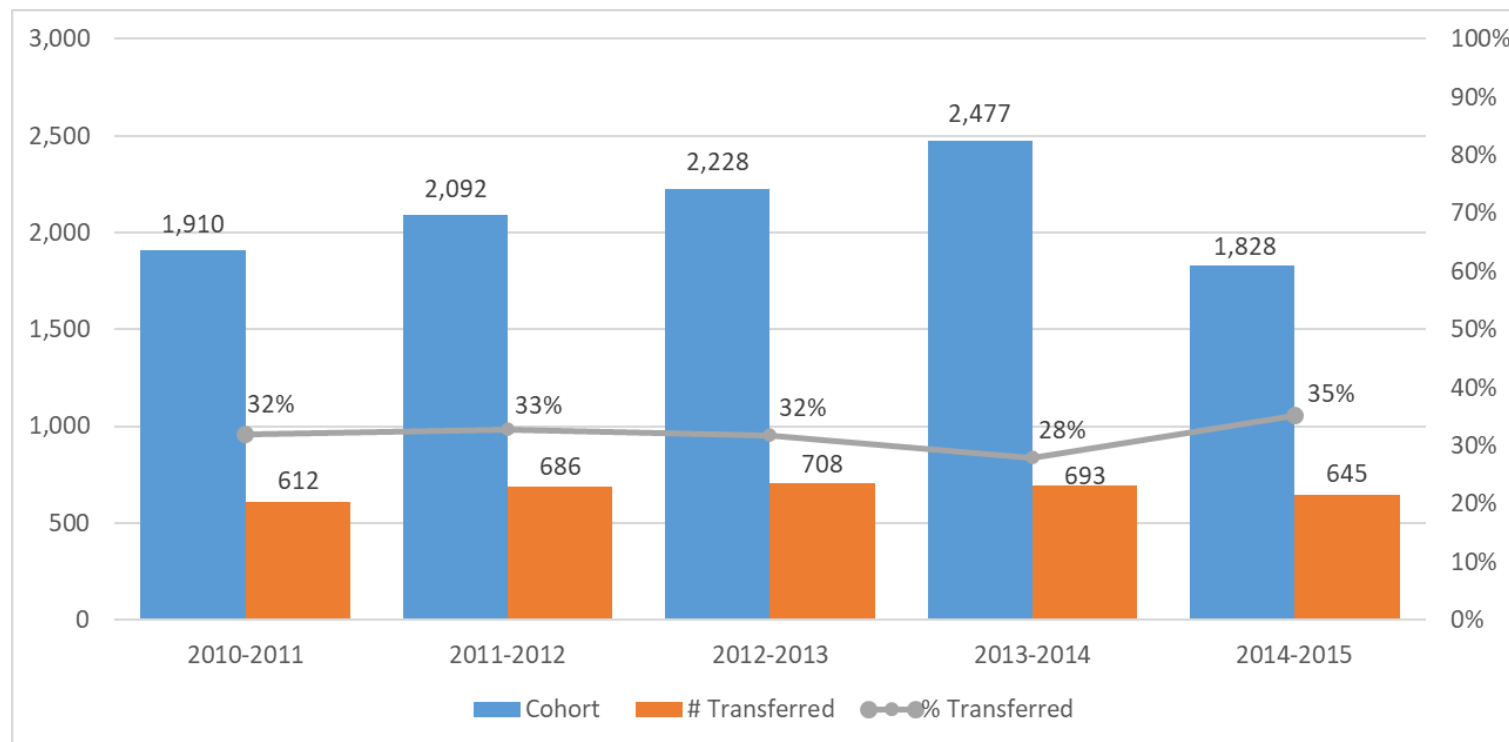


Source: SBCC Tableau Dashboard “Transfer to a 4-Year Institution,” retrieved from [https://tableau.sbcc.edu/#/views/SuccessTransferto4-Year\\_16359905324650/TransferTo4-Year?:iid=1](https://tableau.sbcc.edu/#/views/SuccessTransferto4-Year_16359905324650/TransferTo4-Year?:iid=1)

## How has transfer velocity changed over time?

**Transfer Velocity:** For the first three years of the reporting period, transfer velocity was relatively stable as the number of students successfully transferring increased as the number of students within each cohort increased (Figure 20). In 2013-14, the cohort size increased while the number of students transferring decreased, resulting in a four-percentage-point decrease in transfer velocity from the previous year. In the most recently reported year, the number of students in the cohort dropped significantly, as did the number of students successfully completing transfer, causing the transfer velocity rate to increase by seven percentage points.

Figure 20. Transfer Velocity, 2010-11 to 2014-15



Source: CCCCO Datamart, retrieved from: [https://datamart.cccco.edu/Outcomes/Transfer\\_Velocity.aspx](https://datamart.cccco.edu/Outcomes/Transfer_Velocity.aspx)

# Noncredit

## Headcount and Student Characteristics

This section contains information on the **number of unique students** enrolled in noncredit courses. The data metric included in this section is noncredit headcount disaggregated by student demographic characteristics.

**Noncredit Headcount:** The number of individual students enrolled in noncredit courses, or unduplicated enrollment.

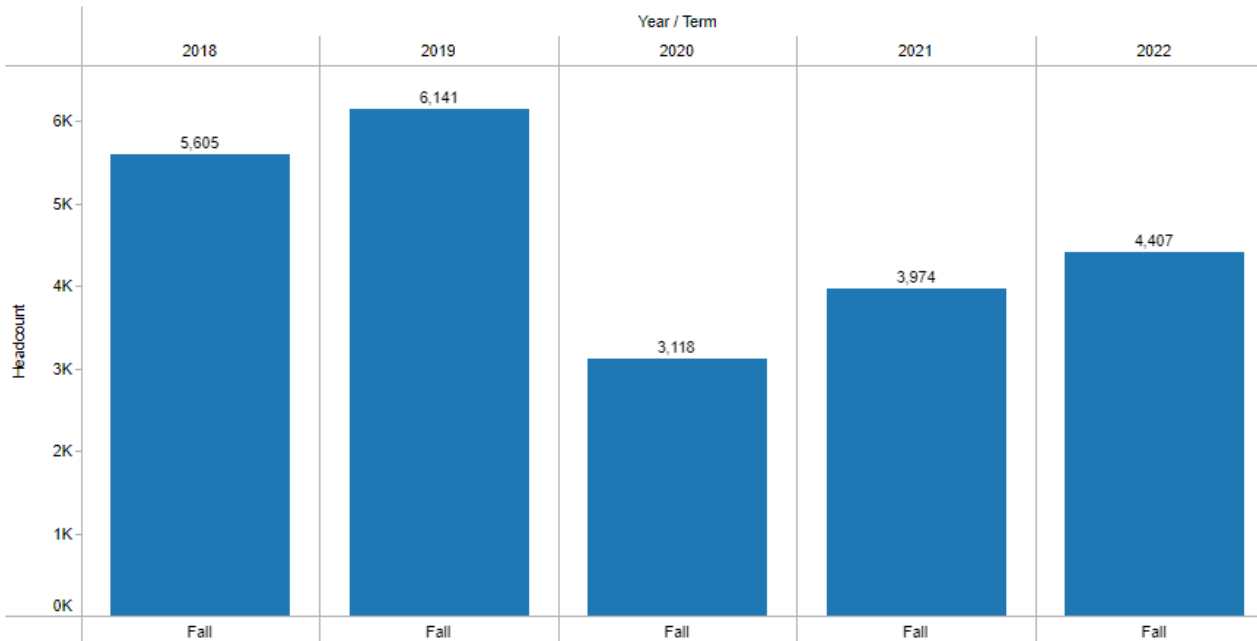
Noncredit Headcount is reported as follows:

- Overall
- Race/Ethnicity
- Gender
- Age
- Student Type

## How has noncredit headcount changed over time?

**Noncredit Headcount:** Overall, noncredit headcount decreased by 1,198 (-21%) over the five-year reporting period (Figure 21). Noncredit headcount grew from 2018 to 2019; however, the pandemic in 2020 led to a significant drop (-49%) from the previous year. Noncredit headcount has rebounded somewhat in the last two years, but is still below pre-pandemic numbers.

Figure 21. Noncredit Headcount, Fall 2018 to Fall 2022



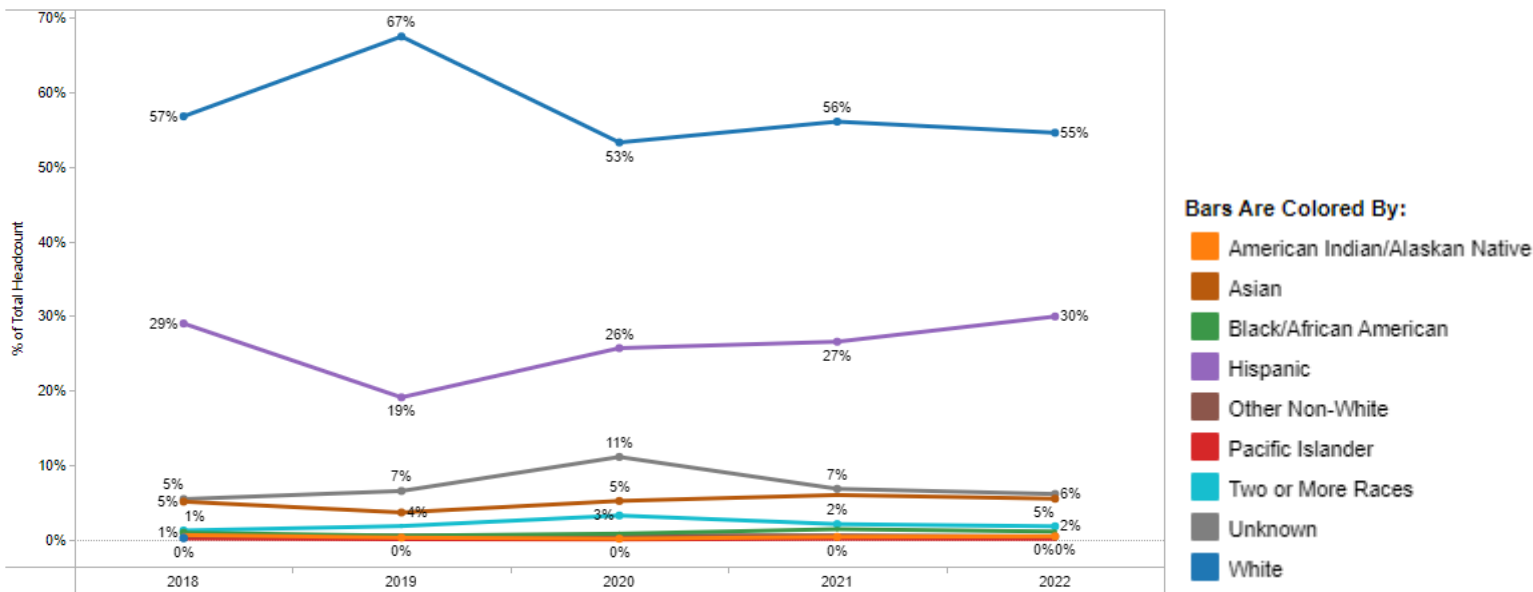
Source: SBCC Tableau Dashboard “Noncredit Student Demographics,” retrieved from <https://tableau.sbcc.edu/#/views/DemographicsofStudents/NoncreditStudentDemographics?iid=1>

## How has noncredit headcount changed over time by race/ethnicity?

**Noncredit Headcount by Race/Ethnicity:** Noncredit headcount declined across students of all race/ethnicities over the five-year reporting period. The most significant decreases occurred among White students, with a drop of 802 (-25%) and Hispanic students, with a drop of 310 (-19%).

**Distribution of Noncredit Headcount by Race/Ethnicity:** Noncredit headcount declined across students of all race/ethnicities at about the same rate over the five-year reporting period, so the distribution of race/ethnicity has remained relatively unchanged (Figure 22). Similar to the pattern observed in credit headcount, in 2019, there was a notable uptick in the proportion of White students increasing from 57% to 67% (+10 % points), while the proportion of Hispanic students decreased that year from 29% to 19% (-10 % points). However, in 2020, there was a significant drop among White students (-14 % points) and the distribution leveled out over the next two years. Also worth noting is that the proportion of Hispanic students has been steadily increasing since 2019 to return to the proportion seen in 2018.

Figure 22. Distribution of Noncredit Headcount by Race/Ethnicity, Fall 2018 to Fall 2022



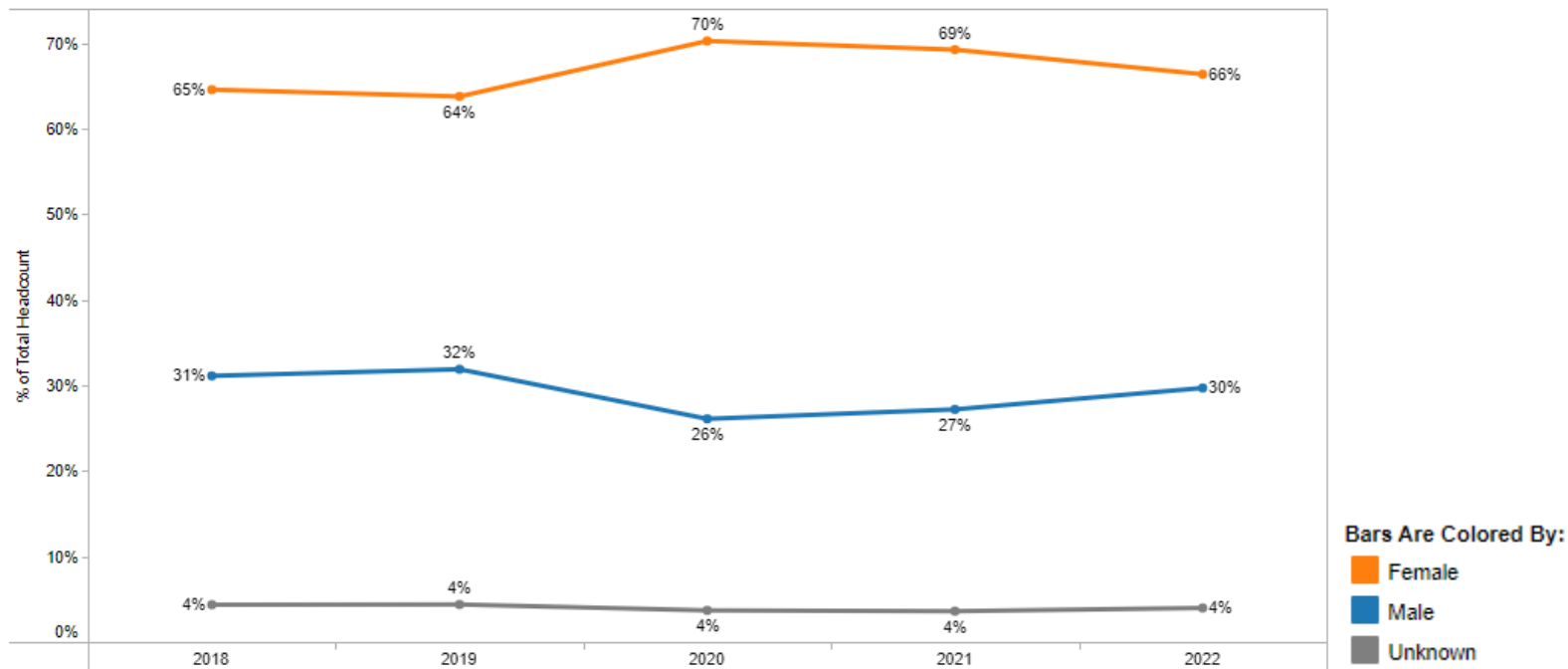
Source: SBCC Tableau Dashboard “Noncredit Student Demographics,” retrieved from <https://tableau.sbcc.edu/#/views/DemographicsofStudents/NoncreditStudentDemographics?iid=1>

## How has noncredit headcount changed over time by gender?

**Noncredit Headcount by Gender:** Noncredit headcount declined across female and male students over the five-year reporting period. From 2018 to 2022, a larger decrease was observed amongst female students who experienced a drop from 3,618 to 2,925 (-693/19%), while the number of male students decreased from 1,743 to 1,308 (-435/25%).

**Distribution of Noncredit Headcount by Gender:** The distribution of female and male students in noncredit has remained relatively unchanged over the five-year reporting period (Figure 23). In 2020, there was a noticeable decrease in the proportion of male students due to a large decrease in enrollments amongst male students in that year; however, by 2022 the distribution of female to male students had returned to baseline. Female students continue to make up a larger proportion of the overall student population (66%) relative to male students (30%).

Figure 23. Distribution of Noncredit Headcount by Gender, Fall 2018 to Fall 2022



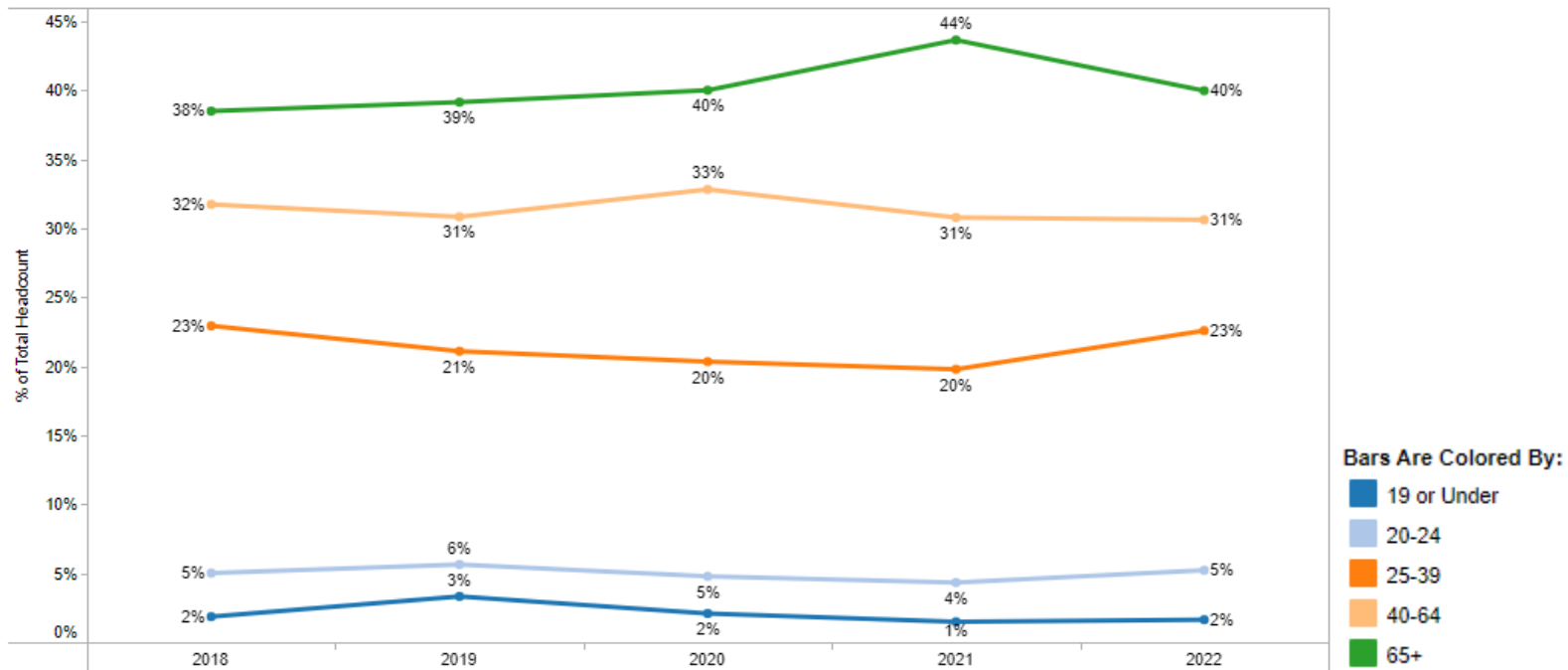
Source: SBCC Tableau Dashboard “Noncredit Student Demographics,” retrieved from <https://tableau.sbcc.edu/#/views/DemographicsofStudents/NoncreditStudentDemographics?:iid=1>

## How has noncredit headcount changed over time by age?

**Noncredit Headcount by Age:** Since the pandemic, noncredit headcount is rebounding somewhat evenly, with numbers growing across all age groups. The majority of noncredit students are over 40 years old.

**Distribution of Noncredit Headcount by Age:** Overall, the distribution of noncredit headcount by age remained relatively unchanged over the five-year report period (Figure 24). In 2021, the percentage of students 65 and above increased (+4 % points), while students between the ages 40 and 64 decreased (-3 % points), but have since returned close to baseline.

Figure 24. Distribution of Noncredit Headcount by Age, Fall 2018 to Fall 2022



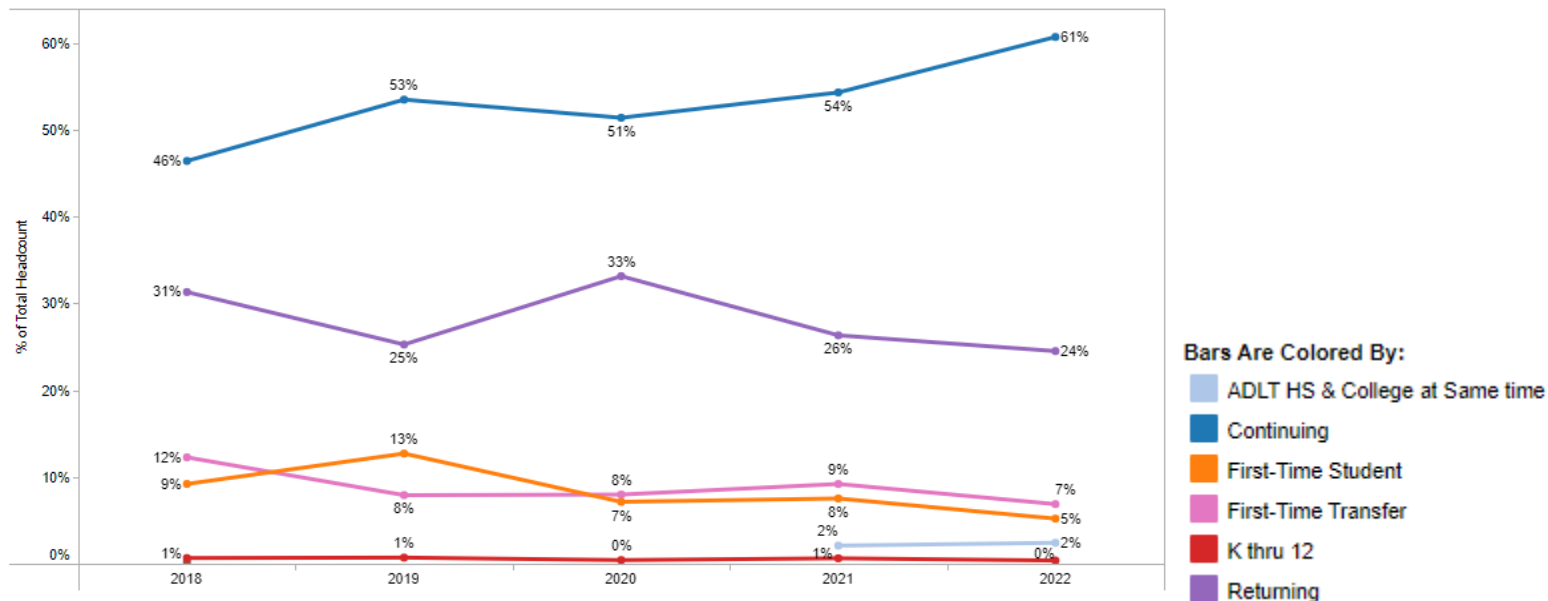
Source: SBCC Tableau Dashboard “Noncredit Student Demographics,” retrieved from <https://tableau.sbcc.edu/#/views/DemographicsofStudents/NoncreditStudentDemographics?:iid=1>

## How has noncredit headcount changed over time by student type?

**Noncredit Headcount by Student Type:**<sup>7</sup> Noncredit headcount declined across most student types from 2018 to 2022 with the exception of continuing students who increased from 212 to 327 (115/54%) over the five-year reporting period. Students enrolled in Adult High School and College at the same time were captured beginning in 2021.

**Distribution of Noncredit Headcount by Student Type:** The distribution of noncredit headcount by student type shifted from 2018 to 2022 (Figure 25). The proportion of the total noncredit population coming from continuing students increased from 46% to 61% (+15 % points), while the majority of students from other student types declined over that five-year period.

Figure 25. Distribution of Noncredit Headcount by Student Type, Fall 2018 to Fall 2022



Source: SBCC Tableau Dashboard “Noncredit Student Demographics,” retrieved from <https://tableau.sbcc.edu/#/views/DemographicsofStudents/NoncreditStudentDemographics?:iid=1>

<sup>7</sup> Students with an Unreported/Uncollected/NC/AH or Undeclared student type are excluded from the calculation.



## Section Offerings

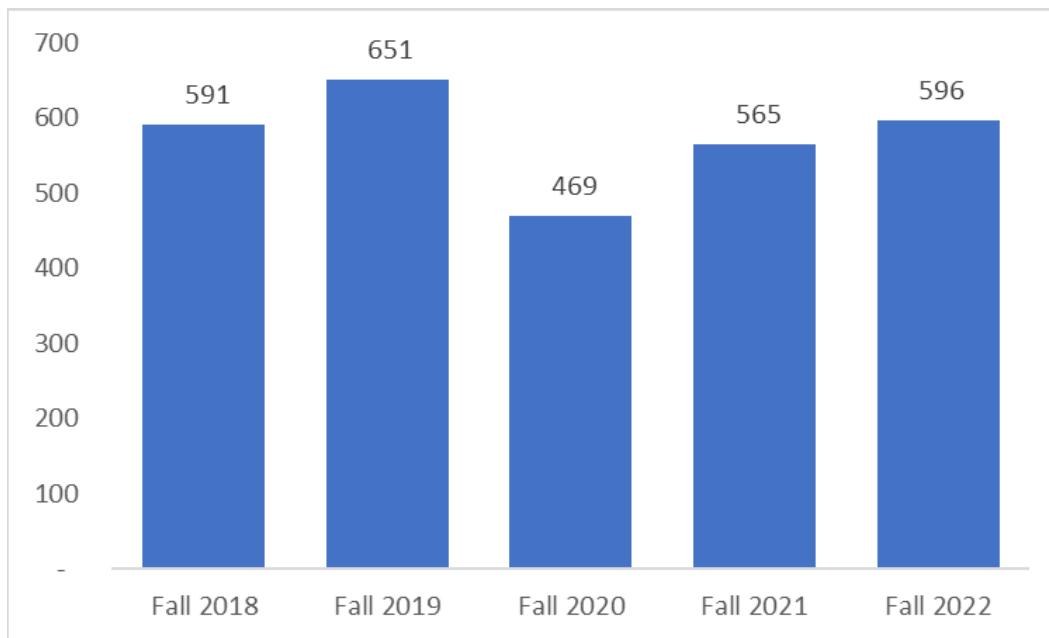
This section contains information on the number of noncredit course sections and instructional modalities offered at SBCC. Section information is reported by the following characteristics:

- Overall
- Instructional Modality

## How has the number of noncredit sections changed over time?

**Noncredit Sections:** The number of noncredit sections fluctuated over the five-year reporting period. Overall, the number of sections increased only slightly from 591 to 596 (+5) between 2018 and 2022 (Figure 26). Noncredit sections grew from 2018 to 2019 (+60), when they reached their peak at 651; however, in 2020, the pandemic led to a significant drop in section offerings (-182) compared to the previous year. Noncredit section offerings were restored over the next two years and now exceed baseline figures.

Figure 26. Number of Noncredit Sections, Fall 2018 to Fall 2022

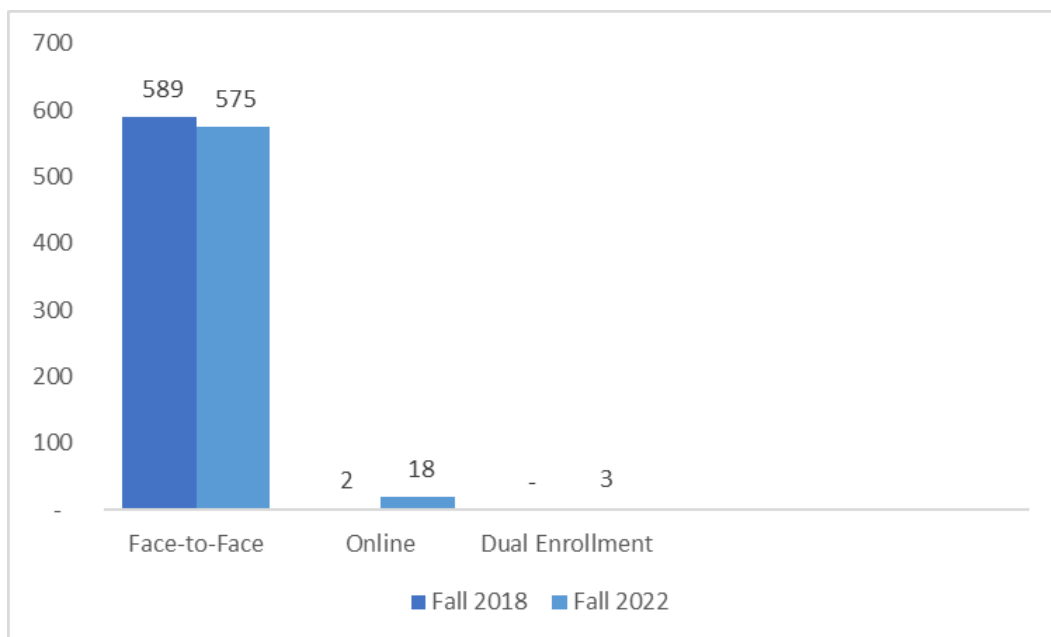


Source: SBCC Tableau Dashboard “Productivity Analysis,” retrieved from [https://tableau.sbcc.edu/#/views/ProductivityAnalysis\\_16572436224890/ProductivityAnalysis?:iid=2](https://tableau.sbcc.edu/#/views/ProductivityAnalysis_16572436224890/ProductivityAnalysis?:iid=2)

## How has the number of noncredit sections changed over time by instructional modality?

**Noncredit Sections by Instructional Modality:** From 2018 to 2022, noncredit sections did not experience much change in terms of instructional modality (Figure 27). There was a slight decrease in face-to-face noncredit sections over the five-year reporting period, going from 589 to 575 (-14); while online noncredit sections increased by a similar amount, going from 2 to 18 (+16). Historically, dual enrollment was not a part of noncredit, but in 2022, there were three sections offered.

Figure 27. Number of Noncredit Sections by Instructional Modality, Fall 2018 Compared to Fall 2022



Source: SBCC Tableau Dashboard “Productivity Analysis,” retrieved from [https://tableau.sbcc.edu/#/views/ProductivityAnalysis\\_16572436224890/ProductivityAnalysis?iid=2](https://tableau.sbcc.edu/#/views/ProductivityAnalysis_16572436224890/ProductivityAnalysis?iid=2)

## Productivity and Efficiency

This section contains information on noncredit productivity and efficiency measures. The data metrics included in this section are: enrollments, FTES, class size, class capacity, fill rate, yield, and load in noncredit courses.

**Enrollments:** a measure of productivity that represent the number of seats enrolled, or duplicated headcount, based on official census figures.

**FTES:** a measure of productivity that represents the total number of Full-Time Equivalent Students enrolled (1 FTES = 525 contact hours).

**Average Class Size:** a measure of productivity that represents the average number of students enrolled across all credit sections in a specified term.

**Average Class Capacity:** a measure of productivity that represents the average number of students permitted to enroll across all credit sections in a specified term. Enrollments may exceed the class capacity if students receive an add/permission code.

**Average Fill Rate:** a measure of efficiency that represents the average ratio of enrollments (e.g. class size) to class capacity.

**Yield:** a measure of efficiency that represents the ratio of Full-Time Equivalent Students (FTES) to sections.

## How has noncredit productivity and efficiency changed over time?

**Noncredit Productivity:** From 2018 to 2022, **noncredit enrollments** declined from 13,250 to 11,289 (-1,961), resulting in an overall decrease of 15% (Table 2). **Noncredit FTES** also declined during that timeframe, but to a lesser extent, going from 468.0 to 437.4, amounting to a decrease of 7%. Similar to credit, the most significant drop in noncredit enrollments and FTES occurred in 2020 due to the pandemic; however, unlike credit, noncredit has experienced incremental growth over the last two years across these two measures. The **average class size** for noncredit courses shrank from 20.7 to 17.9 (-2.8), as did the **average class capacity** for noncredit courses, going from 37.4 to 36.6 (-0.8).

**Noncredit Efficiency:** From 2018 to 2022, **fill rates** in noncredit courses dropped from 55% to 49% (-6 % points) (Table 2). **Yield** for noncredit courses remained unchanged over the five-year reporting period at 0.7.

*Table 2. Noncredit Productivity and Efficiency, Fall 2018 to Fall 2022*

	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Total Tlus	560.3	625.2	391.4	421.4	444.8
Contract Tlus	430.5	453.8	272.6	350.3	364.1
Adjunct Tlus	129.8	171.5	118.8	71.1	80.7
% FT TLU	76.8%	72.6%	69.6%	83.1%	81.9%
% Hourly TLU	23.2%	27.4%	30.4%	16.9%	18.1%
Total Enrollment	13,250	15,181	8,728	10,952	11,289
Total Sections	638	690	506	598	629
Average Class Size	20.77	22.00	17.25	18.31	17.95
Average Class Cap	37.47	38.33	42.06	38.69	36.65
Average Fill Rate	55.4%	57.4%	41.0%	47.3%	49.0%
FTEF	37.4	41.7	26.1	28.1	29.7
FTES	468.0	525.6	334.6	419.9	437.4
WSCH	14,040.6	15,768.0	10,037.4	12,597.9	13,122.0
FTES/FTEF	12.5	12.6	12.8	14.9	14.8
Yield (FTES/Sections)	0.7	0.8	0.7	0.7	0.7
Load (WSCH/FTEF)	375.9	378.3	384.7	448.5	442.6

Source: SBCC Tableau Dashboard "Productivity Analysis," retrieved from [https://tableau.sbcc.edu/#/views/ProductivityAnalysis\\_16572436224890/ProductivityAnalysis?:iid=2](https://tableau.sbcc.edu/#/views/ProductivityAnalysis_16572436224890/ProductivityAnalysis?:iid=2)

## Student Progress

This section contains information on noncredit student progress, which may be considered an indirect assessment of student learning and a leading indicator for completion of long-term academic outcomes.

**Noncredit Success Rates:** successful course completion, or success rate, is the percentage of students who complete a course with a successful grade out of the total enrollments. A **successful grade** is a grade of SP.

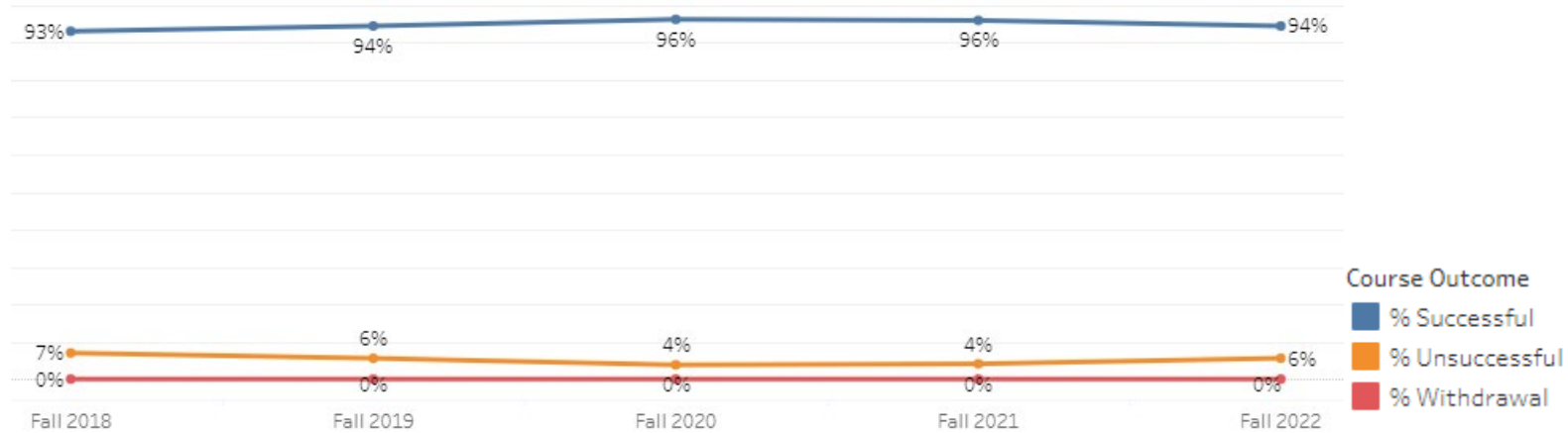
Student progress is organized as follows:

- Overall

## How have success rates in noncredit courses changed over time?

**Noncredit Success Rates:** Success rates in noncredit courses increased 1.0% from 2018 to 2022, going from 93% to 94% (Figure 28). In 2020, unlike credit courses, success rates in noncredit courses actually increased by two percentage points over the previous year. This jump could be due to changes in how the college was able to capture and report noncredit students during this time. Colleges received updated guidance around the attendance accounting procedures used during the pandemic as courses transitioned to remote instruction, which may have impacted how students were counted because it was difficult for colleges to accurately account for noncredit students in open-entry, open-exit/positive attendance courses) in a remote environment.

Figure 28. Noncredit Course Success Rates, Fall 2018 to Fall 2022



Source: SBCC Tableau Dashboard "Institution-Wide Course Outcomes," retrieved from [https://tableau.sbcc.edu/#/views/CourseSuccess/1\\_Institution-WideCourseOutcomes?:iid=3](https://tableau.sbcc.edu/#/views/CourseSuccess/1_Institution-WideCourseOutcomes?:iid=3)

## Student Completion

This section contains information on noncredit student completion of long-term academic outcomes. The data metric included in this section is: Awards Conferred.

**Noncredit Awards Conferred:** the number of noncredit certificates given in a specified timeframe (i.e., academic year).

Student completion metrics are reported as follows:

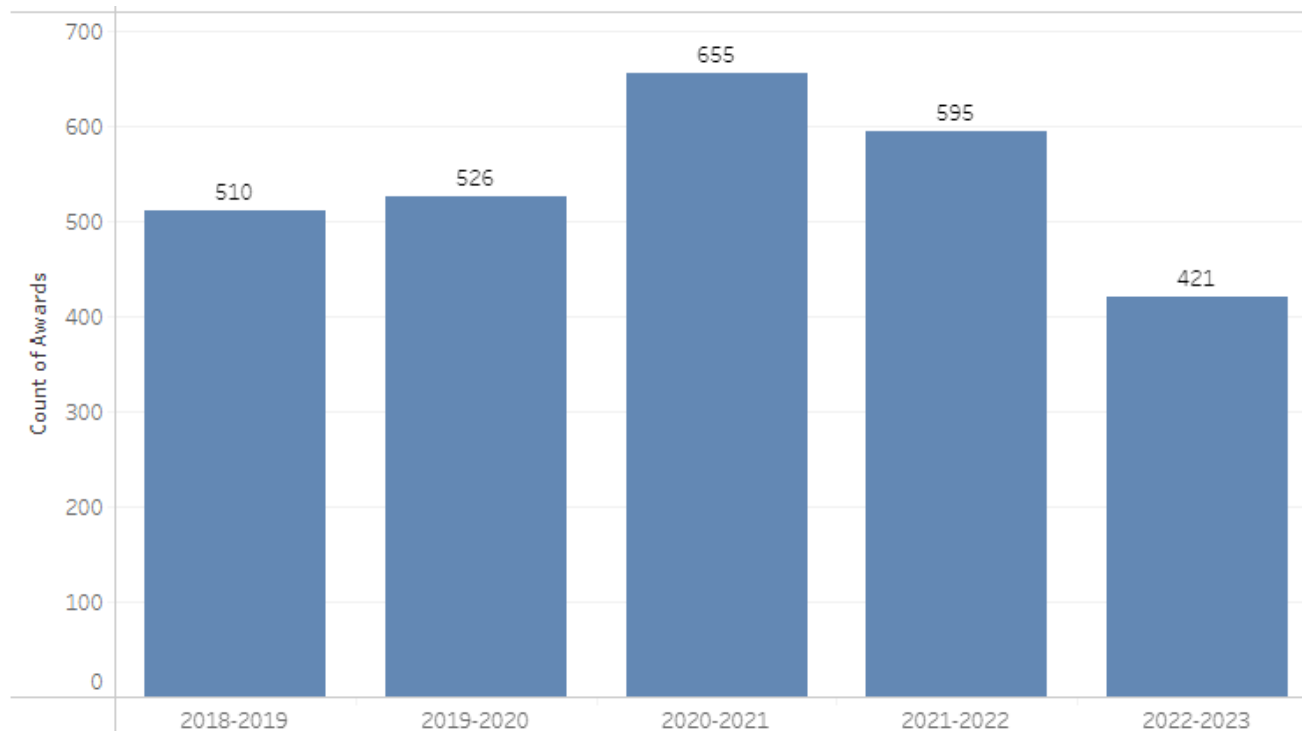
- Overall



## How has the number of noncredit awards changed over time?

**Noncredit Awards Conferred:** From 2018 to 2022, noncredit awards declined from 510 to 421 resulting in a decrease of 89 awards (-18%) in that timeframe (Figure 29). Noncredit awards were on the rise in the first three years of the reporting period, peaking in 2020-21 at 655. Since the pandemic, noncredit awards have declined and are currently below baseline figures.

Figure 29. Noncredit Awards Conferred, 2018-19 to 2022-23



Source: SBCC Tableau Dashboard "Awards by Academic Year," retrieved from <https://tableau.sbcc.edu/#/views/SuccessEarnedaCertificateorDegree/AwardsbyAcademicYear?:iid=1>

# Utilization of Services

This section contains information on students' utilization of support services.

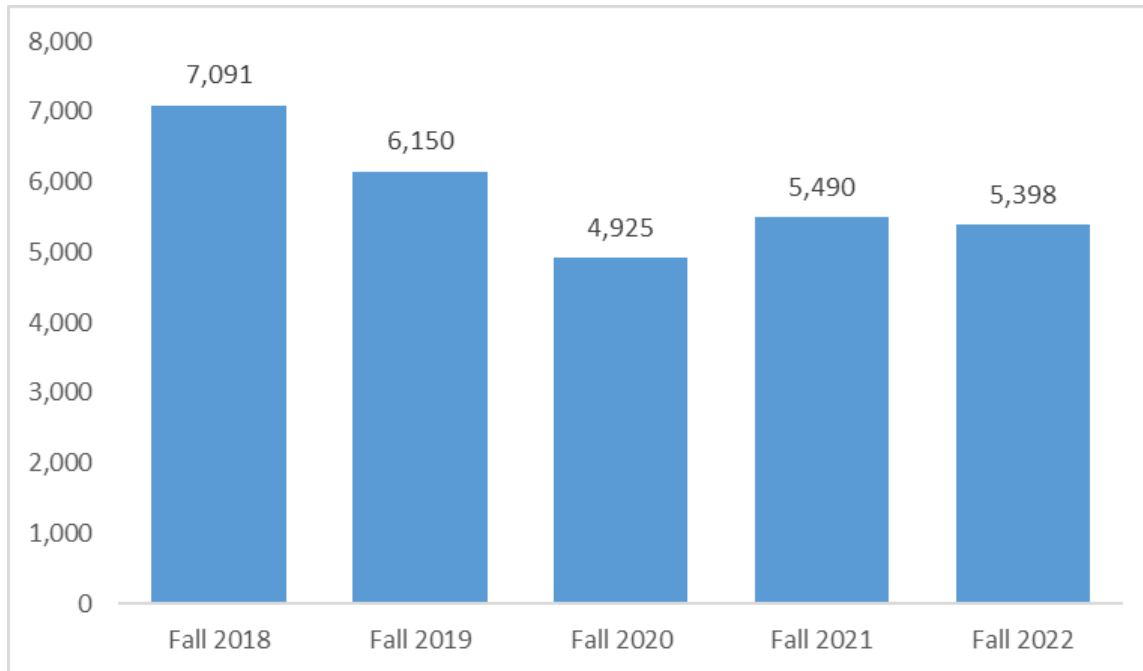
Students' utilization of services is reported as follows:

- Counseling/Advising
- Education Plan Services
- DSPS
- EOPS
- Special Populations
- Financial Aid

## How many credit students received counseling/advising services?

**Credit Counseling/Advising Services:** The number of credit students who received counseling/advising services declined from 7,091 to 5,398 (-1,693/24%) over the five-year reporting period (Figure 30). Utilization of counseling/advising services was trending downward from 2018 to 2019, but experienced a significant drop in 2020 (-1,225/20%) compared to the previous year due to the pandemic. Service usage rebounded somewhat in 2021 following the pandemic, and remained flat in 2022.

Figure 30. Credit Counseling/Advising Services, Fall 2018 to Fall 2022

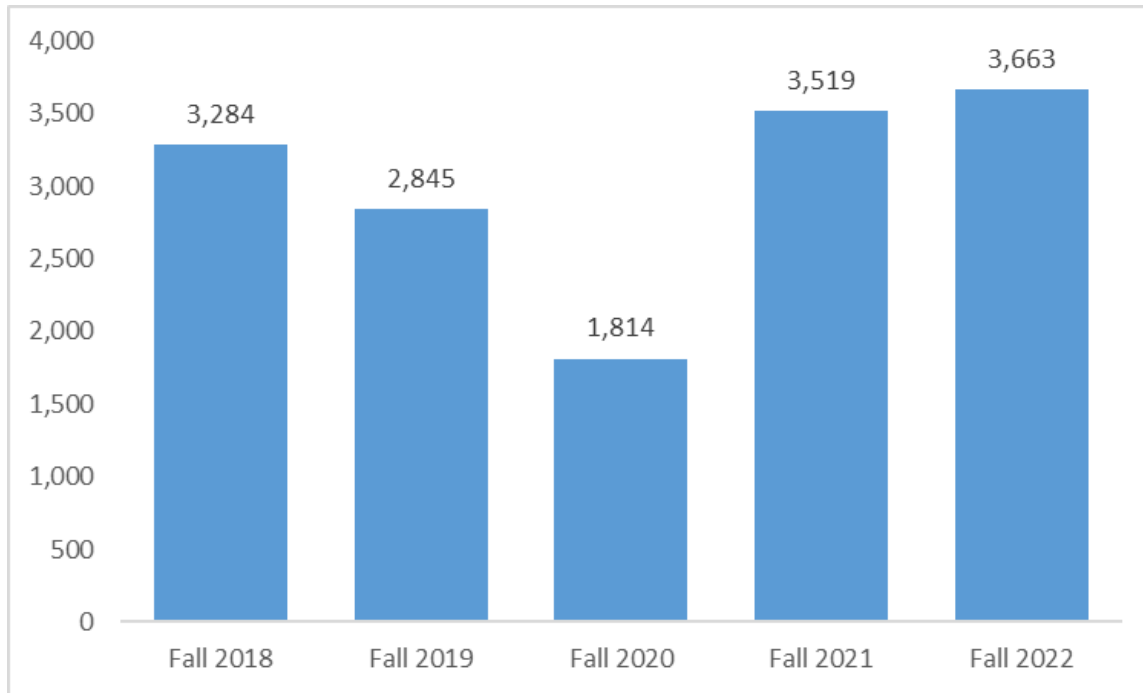


Source: CCCCO MIS Datamart, retrieved from [https://datamart.cccco.edu/Services/Student\\_Success.aspx](https://datamart.cccco.edu/Services/Student_Success.aspx)

## How many credit students received education plans?

**Credit Education Plan Services:** The number of credit students who received an education plan significantly increased from 3,284 to 3,663 (379/12%) over the five-year reporting period (Figure 31). Credit education plan services were trending downward from 2018 to 2019, but experienced a significant uptick following the pandemic, and now exceed baseline numbers.

Figure 31. Credit Education Plan Services, Fall 2018 to Fall 2022

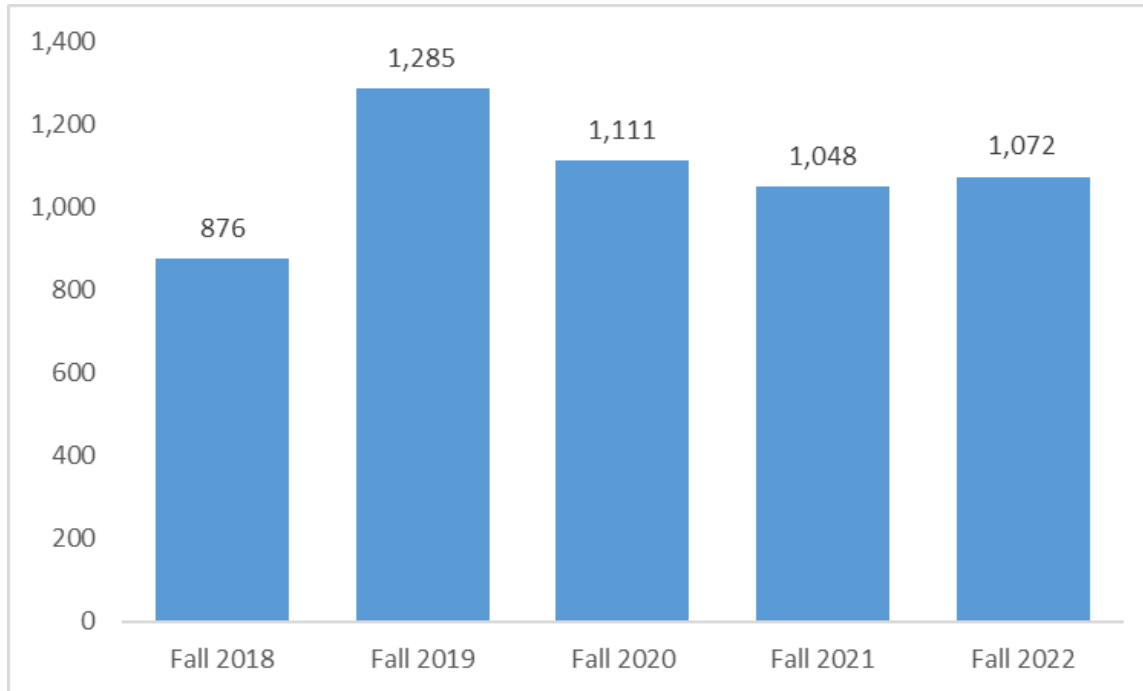


Source: CCCCO MIS Datamart, retrieved from [https://datamart.cccco.edu/Services/Student\\_Success.aspx](https://datamart.cccco.edu/Services/Student_Success.aspx)

## How many students were served through DSPS?

**DSPS Headcount:** The number students receiving services through DSPS increased over the five-year reporting from 876 to 1,076 (200/23%), peaking in 2019 at 1,285 (Figure 32). While the number dropped slightly in 2020 due to the pandemic, it has remained stable since then.

Figure 32. DSPS Headcount, Fall 2018 to Fall 2022

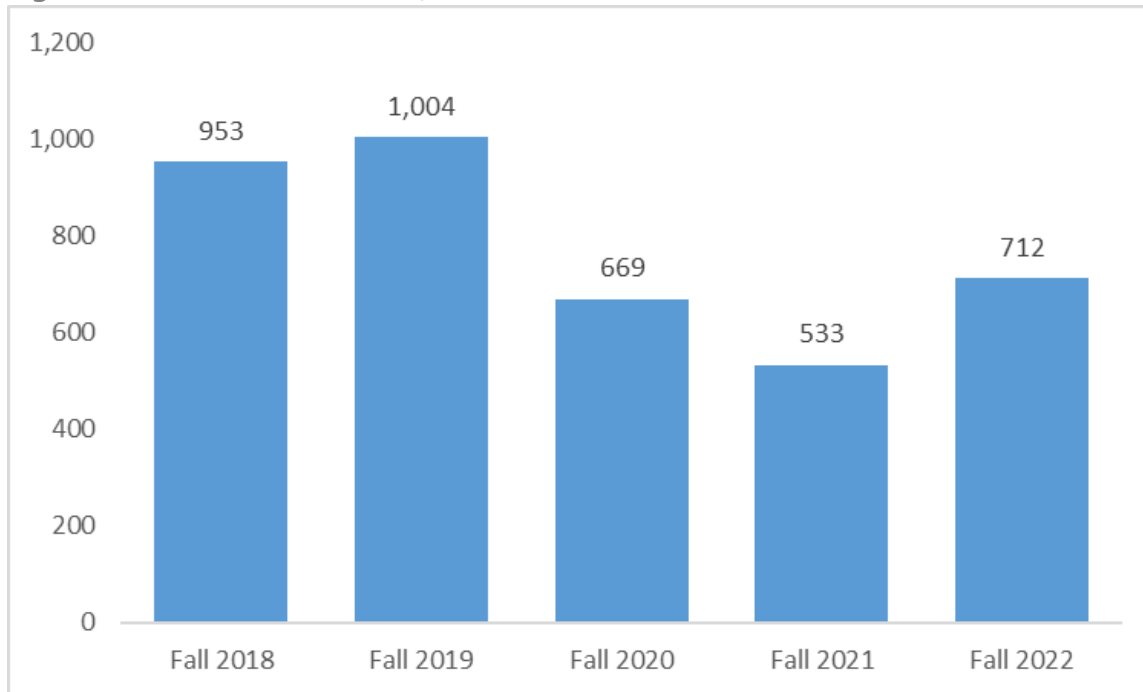


Source: CCCCO MIS Datamart, retrieved from [https://datamart.cccco.edu/Services/Special\\_Pop\\_Count.aspx](https://datamart.cccco.edu/Services/Special_Pop_Count.aspx)

## How many students were served through EOPS?

**EOPS Headcount:** The number of students receiving services through EOPS declined over the five-year period from 953 to 712 (241/25%) (Figure 33). The sharpest decrease occurred in 2020 dropping from 1,004 to 669 (335/-33%), and then again to 533 in 2021, but the number increased in 2022, while still below the baseline figure.

Figure 33. EOPS Headcount, Fall 2018 to Fall 2022

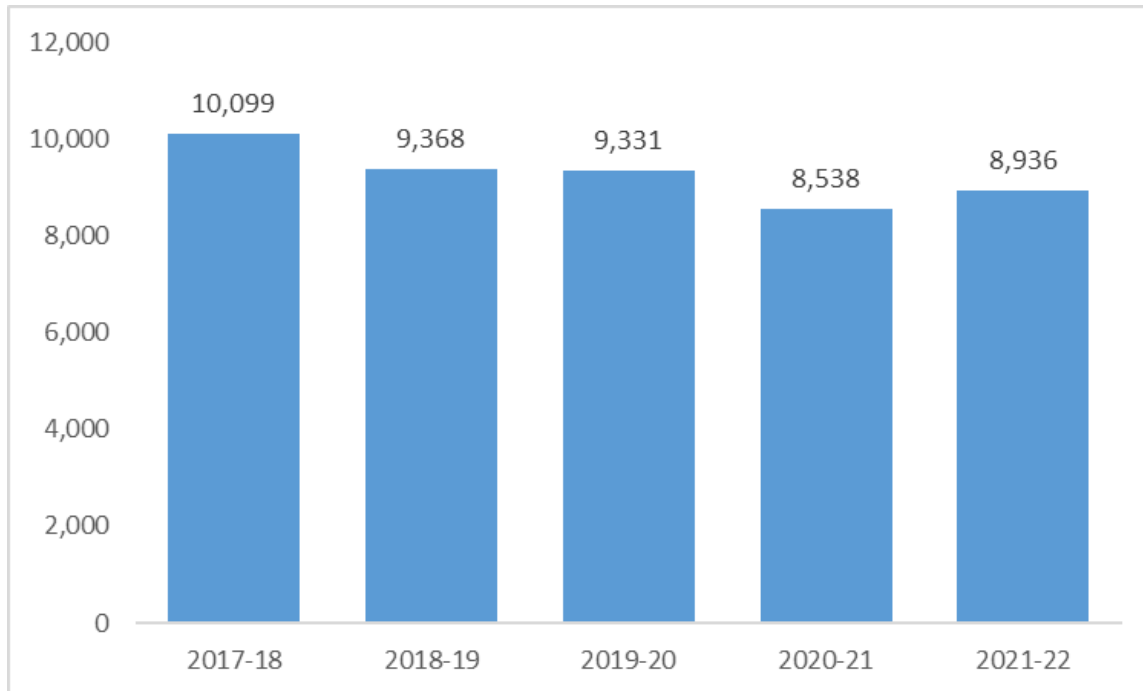


Source: CCCCO MIS Datamart, retrieved from [https://datamart.cccco.edu/Services/Special\\_Pop\\_Count.aspx](https://datamart.cccco.edu/Services/Special_Pop_Count.aspx)

## How many students were served through Financial Aid?

**Financial Aid Services:** The number of students receiving any form of financial aid declined over the five-year period from 10,099 to 8,936 (1,163/12%) (Figure 34). The sharpest decreases occurred between 2017-18 and 2018-19, and between 2019-20 and 2020-21, but rebounded some in 2021-22.

Figure 34. Number of Students Receiving Any Form of Financial Aid, 2017-18 to 2021-22

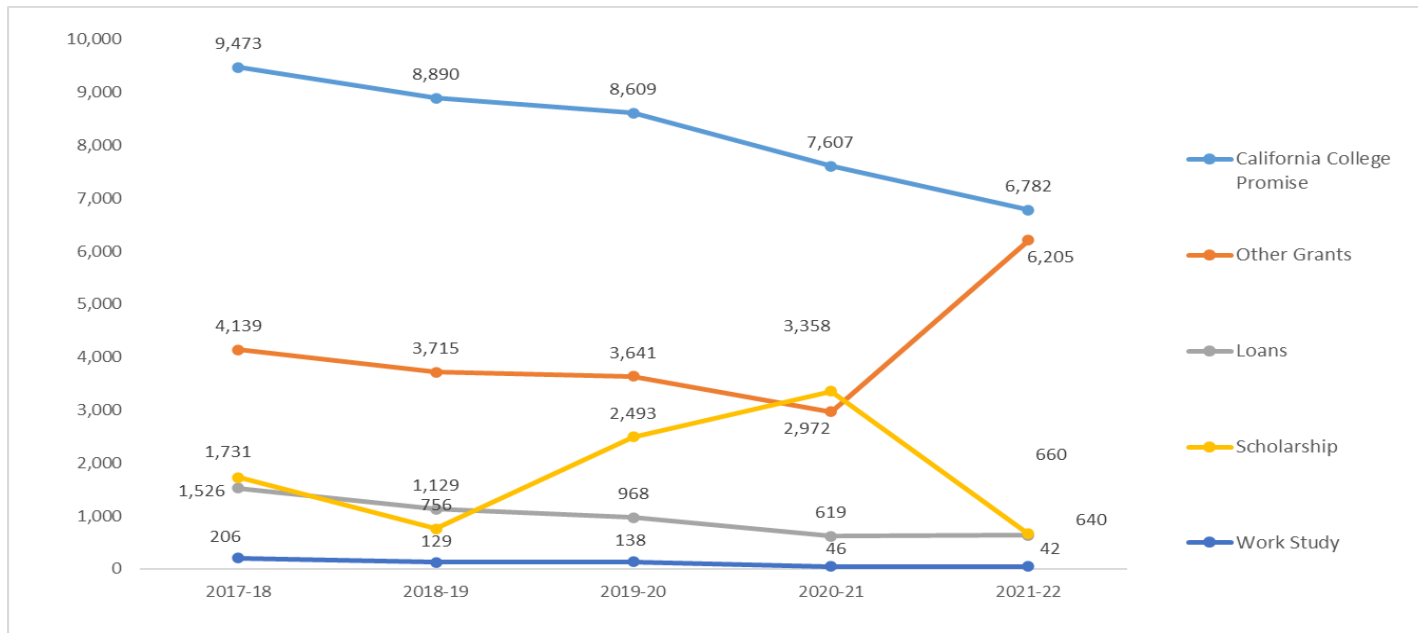


Source: CCCCO MIS Datamart, retrieved from [https://datamart.cccco.edu/Services/FinAid\\_Summary.aspx](https://datamart.cccco.edu/Services/FinAid_Summary.aspx)

## What types of financial aid do students receive?

**Types of Financial Aid Received:** All forms of financial aid, with the exception of “Other Grants” have been decreasing over time (Figure 35), with the greatest declines observed for scholarships between 2020-21 and 2021-22. The increase in “Other Grants” between 2020-21 and 2021-22 may have been associated with the availability of pandemic-related emergency grant. The number of students receiving the Promise grant, loans, and work study all steadily declined over the five-year period. These declines indicate an opportunity to connect more students to financial aid that will help them meet their basic needs.

Figure 35. Type of Financial Aid Received, 2017-18 to 2021-22



Source: CCCCO MIS Datamart, retrieved from [https://datamart.cccco.edu/Services/FinAid\\_Summary.aspx](https://datamart.cccco.edu/Services/FinAid_Summary.aspx)



## Student Voice

This section contains information on the student experience based on qualitative and quantitative information contained in the CCC Statewide College Attendance Survey (n = 208) administered in fall 2023 and the SBCC Revealing Institutional Strengths and Challenges (RISC) Survey (n = 1,849) administered in spring 2021. The data included in this section pertain to specific areas the college can focus on to improve student access, success, and engagement. Student voice data are reported as follows:

**Modality Preference:** type of classes students prefer

**College Affordability:** ability to pay for college, experiences with the financial aid office

**Academic Support:** academic advising

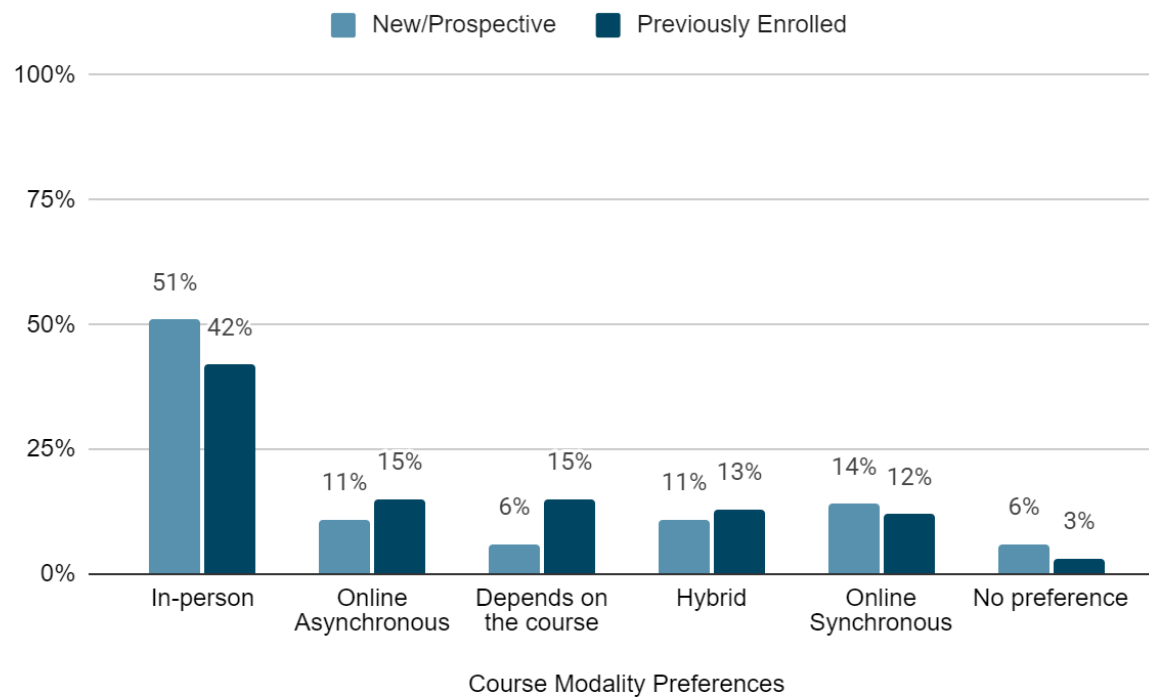
**Registration Process:** registering for courses

**Safety and Security:** crime and safety on campus

## What type of classes do students mostly prefer?

**Modality Preference:** Based on findings from a statewide survey prepared by The RP Group and administered by SBCC in fall 2023, in-person classes were preferred by most SBCC students with 51% of new/prospective students and 42% of previously enrolled students preferring this format for classes (Figure 36). Student preference for other instructional modalities (e.g., online asynchronous, online synchronous, hybrid) was distributed fairly evenly across these course types with between 11% and 15% of students preferring each of these modalities.

Figure 36. Modality Preference, Fall 2023



Source: Fall 2023 CCC Statewide College Attendance Survey, retrieved from: [http://rpgroup.ccc-college-attendance-survey-2023.alchemer.com/r/694627\\_6508770cabbd12.30345737](http://rpgroup.ccc-college-attendance-survey-2023.alchemer.com/r/694627_6508770cabbd12.30345737)

## Do students face challenges around college affordability?

**College Affordability:** Almost half (44%) of students reported that they encounter challenges paying for college (Figure 37). When asked what specifically they have issues affording, the vast majority (86%) of SBCC students stated living expenses such as housing, food, and healthcare, while 65% of students struggle to pay for textbooks and course materials (Figure 38). In addition, 63% of SBCC students reported that it was difficult to meet with or speak to staff, while 55% indicated the financial aid process was unclear (Figure 39).

Figure 37. Challenges with Paying for College

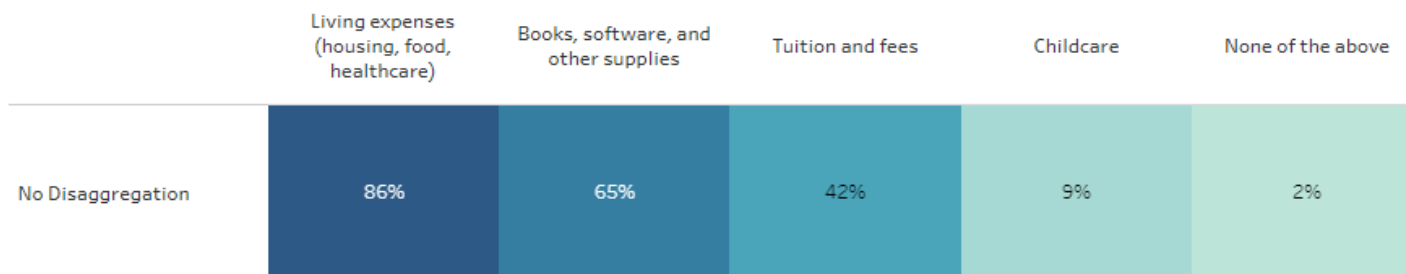
Have you had any challenges paying college and living expenses?



Source: SBCC RISC Survey, retrieved from [https://tableau.sbcc.edu/#/views/RISCSurveySpring2021\\_16262072678640/2021\\_RISC\\_Survey\\_Info?:iid=1](https://tableau.sbcc.edu/#/views/RISCSurveySpring2021_16262072678640/2021_RISC_Survey_Info?:iid=1)

Figure 38. Specific Areas Where Students Face Challenges Affording College

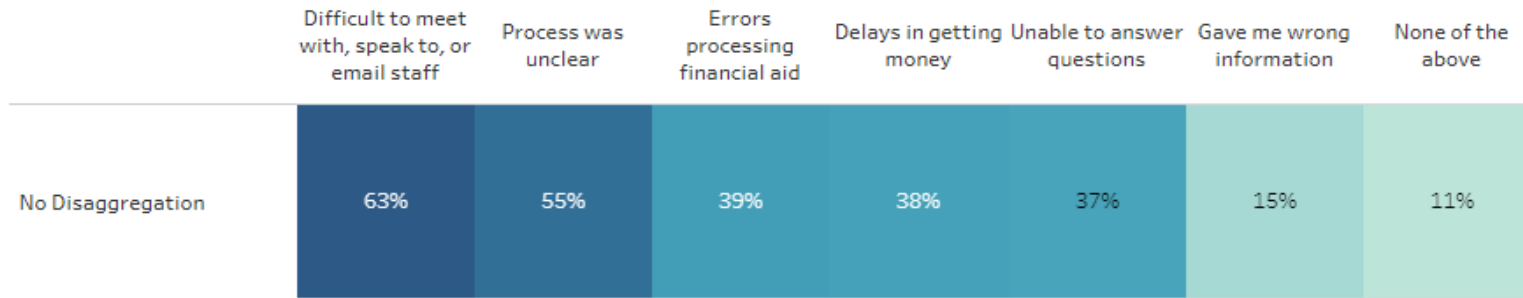
Where did you have issues paying expenses? (select all that apply)



Source: SBCC RISC Survey, retrieved from [https://tableau.sbcc.edu/#/views/RISCSurveySpring2021\\_16262072678640/2021\\_RISC\\_Survey\\_Info?:iid=1](https://tableau.sbcc.edu/#/views/RISCSurveySpring2021_16262072678640/2021_RISC_Survey_Info?:iid=1)

Figure 39. Challenges with Financial Aid

What issues did you have with the financial aid office? (select all that apply)



Source: SBCC RISC Survey, retrieved from [https://tableau.sbcc.edu/#/views/RISCSurveySpring2021\\_16262072678640/2021\\_RISC\\_Survey\\_Info?:iid=1](https://tableau.sbcc.edu/#/views/RISCSurveySpring2021_16262072678640/2021_RISC_Survey_Info?:iid=1)

## Do students face challenges around academic support?

**Academic Support:** The majority of SBCC students (80%) did not report encountering challenges with academic advising (Figure 40). Amongst those who did (20%), the main issue was that it was difficult to meet with, speak to, or email advisors with 69% reporting this problem (Figure 41). Another 36% of students indicated they were not told about a course that was needed for their certificate/degree/transfer.

Figure 40. Challenges with Academic Advising

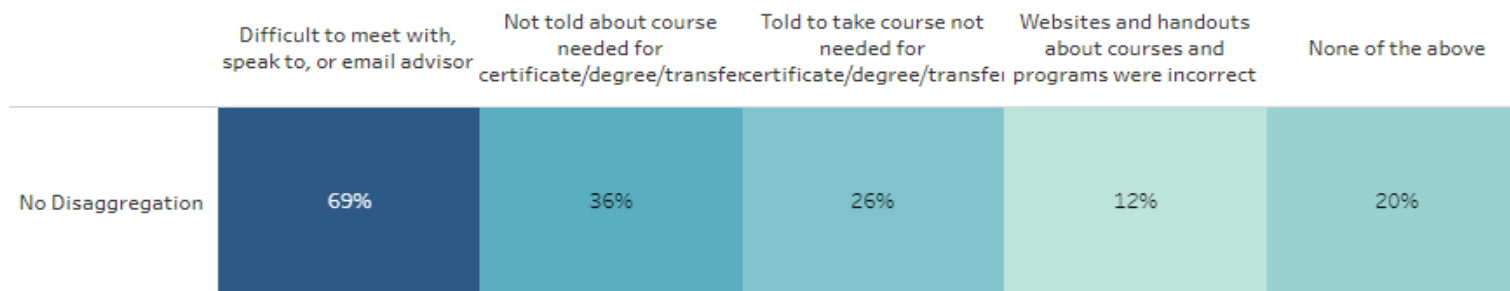
Have you had any challenges with academic advising?



Source: SBCC RISC Survey, retrieved from [https://tableau.sbccc.edu/#/views/RISCSurveySpring2021\\_16262072678640/2021\\_RISC\\_Survey\\_Info?:iid=1](https://tableau.sbccc.edu/#/views/RISCSurveySpring2021_16262072678640/2021_RISC_Survey_Info?:iid=1)

Figure 41. Specific Areas Where Students Face Challenges with Academic Advising

What issues did you have with academic advising? (select all that apply)



Source: SBCC RISC Survey, retrieved from [https://tableau.sbccc.edu/#/views/RISCSurveySpring2021\\_16262072678640/2021\\_RISC\\_Survey\\_Info?:iid=1](https://tableau.sbccc.edu/#/views/RISCSurveySpring2021_16262072678640/2021_RISC_Survey_Info?:iid=1)

## Do students face challenges around registration?

**Registration Process:** The majority of SBCC students (81%) did not report challenges with registering for courses (Figure 42). Among those who did (19%), the main issue was courses being full, with 52% experiencing this challenge. Another 38% of students indicated courses were not offered at times they needed (Figure 43).

Figure 42. Challenges with Registering for Courses

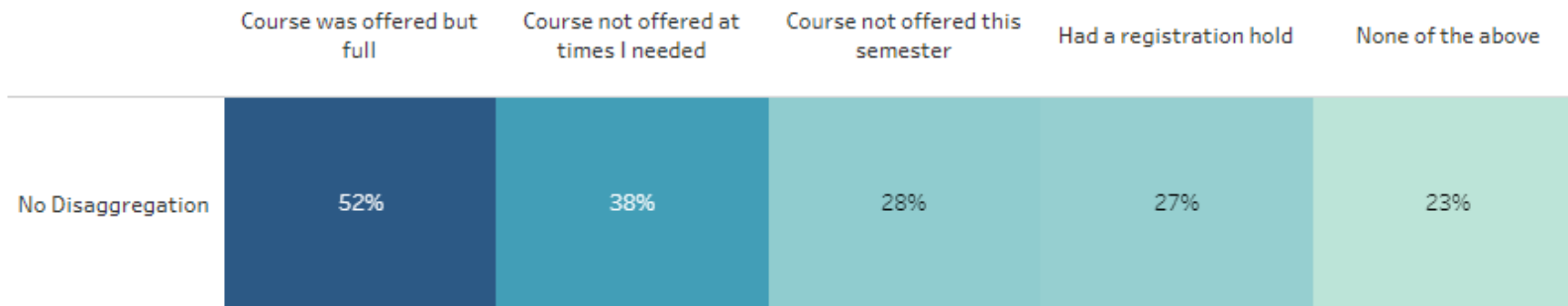
Have you had any challenges registering for courses?



Source: SBCC RISC Survey, retrieved from [https://tableau.sbccc.edu/#/views/RISCSurveySpring2021\\_16262072678640/2021\\_RISC\\_Survey\\_Info?iid=1](https://tableau.sbccc.edu/#/views/RISCSurveySpring2021_16262072678640/2021_RISC_Survey_Info?iid=1)

Figure 43. Specific Areas Students Face Challenges When Registering for Courses

What issues did you have registering for courses? (select all that apply)



Source: SBCC RISC Survey, retrieved from [https://tableau.sbccc.edu/#/views/RISCSurveySpring2021\\_16262072678640/2021\\_RISC\\_Survey\\_Info?iid=1](https://tableau.sbccc.edu/#/views/RISCSurveySpring2021_16262072678640/2021_RISC_Survey_Info?iid=1)

# Employee Information

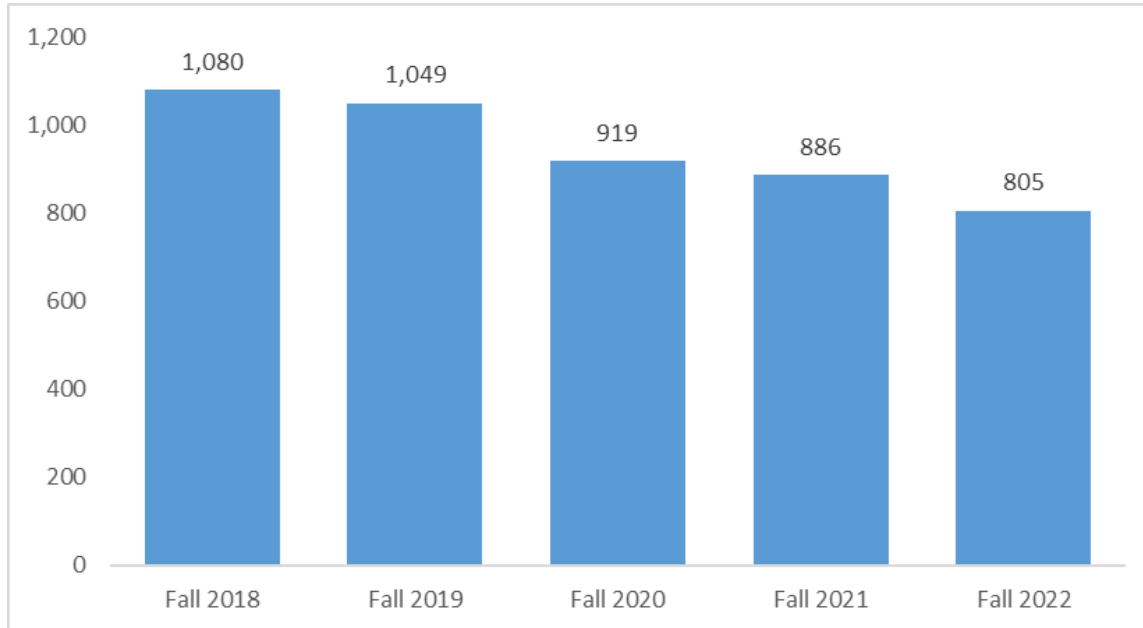
This section contains information on the number and classification of faculty, staff, and administrators. Employee information is reported as follows:

- Overall
- Employment type
- Ethnicity
- Gender

## How has the overall number of employees changed over time?

**Total Employees:** Over the five-year reporting period, the number of employees steadily declined year-over-year from 1,080 to 805 (275/25%) (Figure 44).

Figure 44. Total Employees, Fall 2018 to Fall 2022



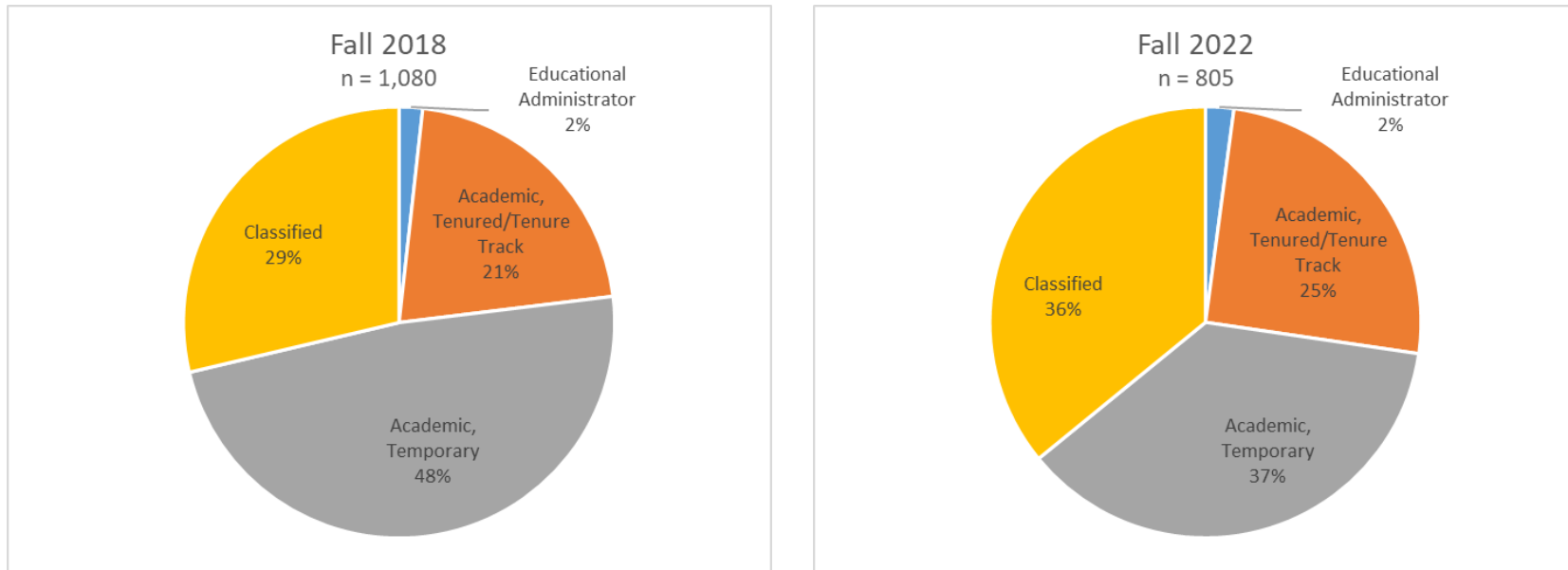
Source: CCCCO MIS Datamart, retrieved from <https://datamart.cccco.edu/Faculty-Staff/Default.aspx>



## How has the number of employees changed over time by employment type?

**Employees by Employment Type:** From 2018 to 2022, the percentage of classified employees increased from 29% to 36% (+7 % points) as did the percentage of full-time faculty, going from 21% to 25% (+4 % points) (Figure 45). The percentage of part-time faculty decreased from 48% to 37% (-11 % points), and there was no change in the percentage of educational administrators, who account for 2.0% of the total employee population.

Figure 45. Employees by Employment Type, Fall 2018 to Fall 2022

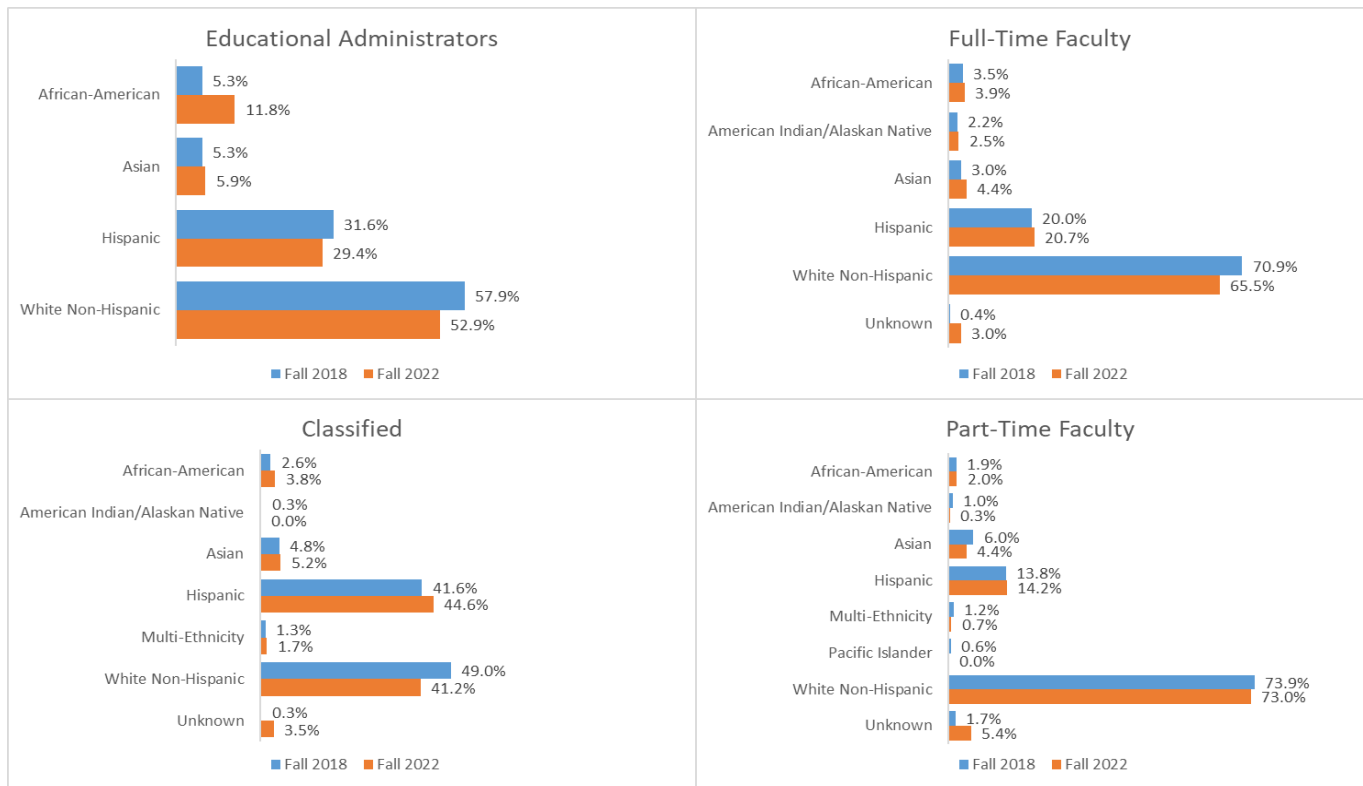


Source: CCCCO MIS Datamart, retrieved from <https://datamart.cccco.edu/Faculty-Staff/Default.aspx>

## How has the distribution of employees changed over time by race/ethnicity?

**Employees by Ethnicity:** From 2018 to 2022, the distribution of race/ethnicity across employment type remained relatively unchanged (Figure 46, Table 3). The percentage of White employees decreased, most notably within classified staff (-7.8 % points). The percentage of Asian employees increased slightly within all employment types except part-time faculty (-1.6 % points). The percentage of Hispanic employees also increased within all employment types except educational administrators (-2.2 % points). Faculty, both full-time and part-time, remain largely comprised of White, Non-Hispanic employees.

Figure 46. Distribution of Employees by Employment Type and Race/Ethnicity, Fall 2018 to Fall 2022



Source: CCCCO MIS Datamart, retrieved from <https://datamart.cccco.edu/Faculty-Staff/Default.aspx>

Table 3. Employees by Race/Ethnicity and Employment Type, Fall 2018 to Fall 2022

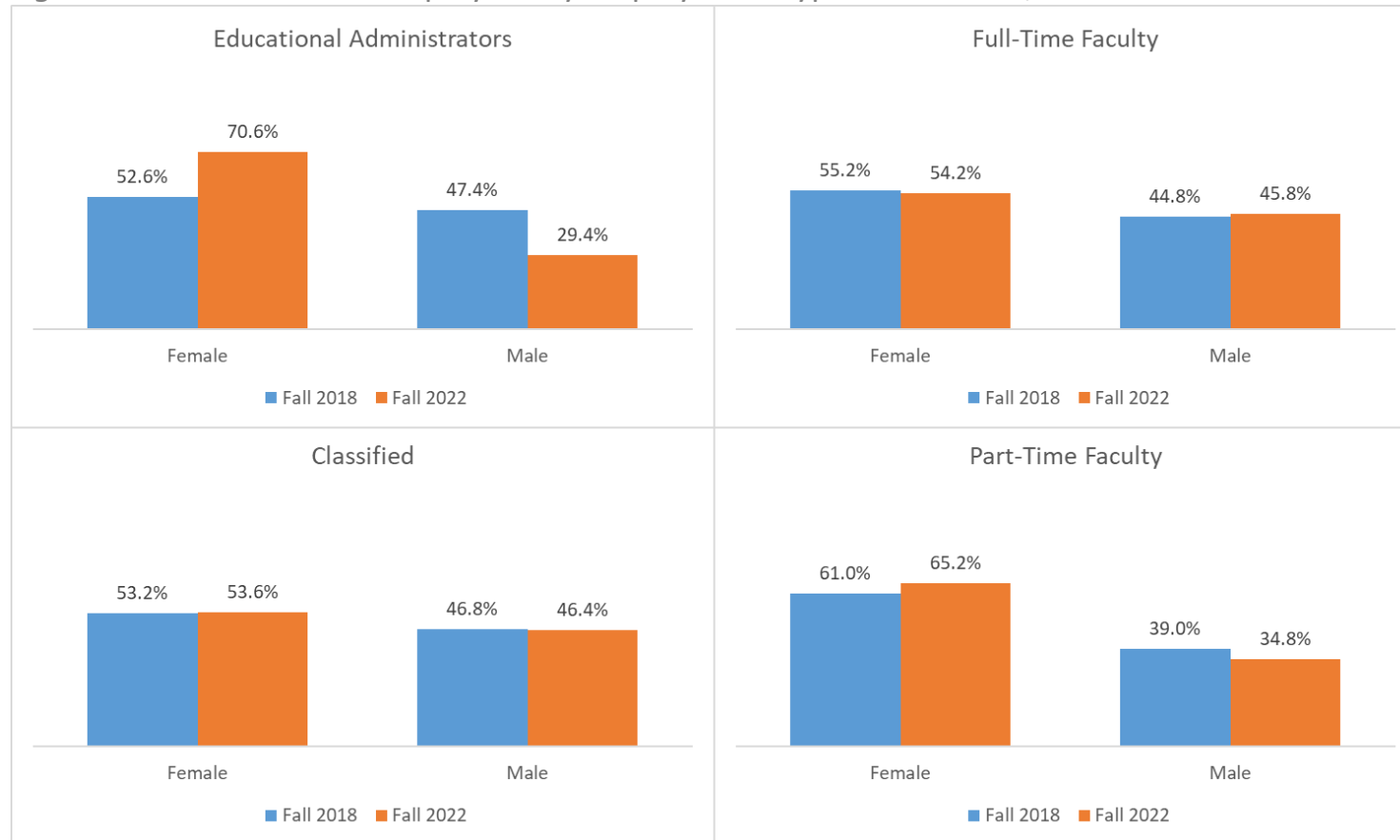
	Fall 2018		Fall 2022	
	n	%	n	%
<b>Educational Administrator</b>	<b>19</b>	<b>1.8%</b>	<b>17</b>	<b>2.1%</b>
African American	1	5.3%	2	11.8%
Asian	1	5.3%	1	5.9%
Hispanic	6	31.6%	5	29.4%
White Non-Hispanic	11	57.9%	9	52.9%
<b>Academic, Tenured/Tenure Track</b>	<b>230</b>	<b>21.3%</b>	<b>203</b>	<b>25.2%</b>
African American	8	3.5%	8	3.9%
American Indian/Alaskan Native	5	2.2%	5	2.5%
Asian	7	3.0%	9	4.4%
Hispanic	46	20.0%	42	20.7%
Unknown	1	0.4%	6	3.0%
White Non-Hispanic	163	70.9%	133	65.5%
<b>Academic, Temporary</b>	<b>521</b>	<b>48.2%</b>	<b>296</b>	<b>36.8%</b>
African American	10	1.9%	6	2.0%
American Indian/Alaskan Native	5	1.0%	1	0.3%
Asian	31	6.0%	13	4.4%
Hispanic	72	13.8%	42	14.2%
Multi-Ethnicity	6	1.2%	2	0.7%
Pacific Islander	3	0.6%		0.0%
Unknown	9	1.7%	16	5.4%
White Non-Hispanic	385	73.9%	216	73.0%
<b>Classified</b>	<b>310</b>	<b>28.7%</b>	<b>289</b>	<b>35.9%</b>
African American	8	2.6%	11	3.8%
American Indian/Alaskan Native	1	0.3%		0.0%
Asian	15	4.8%	15	5.2%
Hispanic	129	41.6%	129	44.6%
Multi-Ethnicity	4	1.3%	5	1.7%
Unknown	1	0.3%	10	3.5%
White Non-Hispanic	152	49.0%	119	41.2%
<b>Total Employees</b>	<b>1,080</b>	<b>100.0%</b>	<b>805</b>	<b>100.0%</b>

Source: CCCCO MIS Datamart, retrieved from <https://datamart.cccco.edu/Faculty-Staff/Default.aspx>

## How has the number of employees changed over time by gender?

**Employees by Gender:** From 2018 to 2022, the percentage of female employees increased among educational administrators, from 53% to 71% (+18 % points), and part-time faculty, from 61% to 65% (+4 % points) (Figure 47, Table 4). The distribution of female to male employees among classified staff remained unchanged, while there was a slight decrease in the percentage of female employees amongst full-time faculty, dropping from 55% to 54% (-1 % points).

Figure 47. Distribution of Employees by Employment Type and Gender, Fall 2018 to Fall 2022



Source: CCCCO MIS Datamart, retrieved from <https://datamart.cccco.edu/Faculty-Staff/Default.aspx>

Table 4. Employees by Employment Type and Gender, Fall 2018 to Fall 2022

	Fall 2018		Fall 2022	
	n	%	n	%
<b>Educational Administrator</b>	<b>19</b>	<b>1.8%</b>	<b>17</b>	<b>2.1%</b>
Female	10	52.6%	12	70.6%
Male	9	47.4%	5	29.4%
<b>Academic, Tenured/Tenure Track</b>	<b>230</b>	<b>21.3%</b>	<b>203</b>	<b>25.2%</b>
Female	127	55.2%	110	54.2%
Male	103	44.8%	93	45.8%
<b>Academic, Temporary</b>	<b>521</b>	<b>48.2%</b>	<b>296</b>	<b>36.8%</b>
Female	318	61.0%	193	65.2%
Male	203	39.0%	103	34.8%
<b>Classified</b>	<b>310</b>	<b>28.7%</b>	<b>289</b>	<b>35.9%</b>
Female	165	53.2%	155	53.6%
Male	145	46.8%	134	46.4%
<b>Total Employees</b>	<b>1,080</b>	<b>100.0%</b>	<b>805</b>	<b>100.0%</b>

Source: CCCCO MIS Datamart, retrieved from <https://datamart.cccco.edu/Faculty-Staff/Default.aspx>

# Alignment to Statewide Initiatives

## Vision for Success

How do SBCC local goals support systemwide efforts to advance equity and strengthen academic outcomes for CCC students through the Vision for Success?

California community colleges are required by the CCCCO to align their goals with the [Vision for Student Success \(VFS\)](#) and by extension the Student Centered Funding Formula (SCFF) (Table 5). Seeking to improve not only access and student success and retention, the VFS focuses on increasing transfer, degrees and certificates, and improved employment outcomes.

*Table 5. Systemwide Vision for Success Goals Aligned to SBCC Local Goals*

<p><b>1. Increase by at least 20% the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.</b></p> <p>a. SBCC Local Goal: Increase All Students Who Attained the Vision Goal Completion Definition Santa Barbara City College will increase among all students, the unduplicated count of students who earned one or more of the following: Chancellor’s Office approved certificate, associate degree, and/or CCC baccalaureate degree, and had an enrollment in the selected or previous year</p>
<p><b>2. Increase by 35% the number of CCC students transferring annually to a UC or CSU.</b></p> <p>a. SBCC Local Goal: Increase All Students Who Earned an Associate Degree for Transfer Santa Barbara City College will increase among all students, the number who earned an associate degree for transfer in the selected or subsequent year</p> <p>b. Increase All Students Who Transferred to a CSU or UC Institution Santa Barbara City College will increase among all students, the number who transferred to a four-year institution</p>
<p><b>3. Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units.</b></p> <p>a. Decrease Average Number of Units Accumulated by All Associate Degree Earners Santa Barbara City College will decrease among all students who earned an associate degree in the selected year and who were enrolled in the previous or selected year, the average number of units earned in the California Community College system among students who had completed at least 60 units at any community college</p>

**4. Increase the percent of exiting students who report being employed in their field of study, from the most recent statewide average of 69% to 76%.**

a. Increase Median Annual Earnings of All Students

Santa Barbara City College will increase among all students who did not transfer to a four-year institution, sum of median earnings for the four quarters immediately following academic year of exit

**5. Reduce equity gaps across all of the above measures with the goal of cutting achievement gaps by 40% within 5 years and fully closing those achievement gaps within 10 years.**

a. Set goals to remove all equity gaps in the above subgoals (required by CCCCCO)

*Source:* Santa Barbara Community College District 2019 - 2022 Vision for Student Success Goal Alignment Plan

## Vision 2030

The CCCCO’s Vision 2030 (Table 6) builds upon the overarching goals outlined in the VFS and provides a roadmap on how CCCs can continue to meet the evolving needs of students in a post-pandemic era. The Vision 2030 is centered around three primary directives:

- Equitable Baccalaureate Attainment
- Equitable Workforce and Economic Development
- The Future of Learning

Embedded within the three strategic directions are 12 actions that colleges can take to support the achievement of systemwide goals. Many of these strategies align with national trends in higher education, including meeting the increasing demand for flexible course and support options, the rise in artificial intelligence (AI) to support teaching and learning, and the need for more flexible and accelerated skills training and preparation for employment. Table 6 provides a summary of the Vision 2030 strategic directions and corresponding actions to guide the development of the SBCC Educational Vision Plan.

*Table 6. Vision 2030 Strategic Directions and Actions*

STRATEGIC DIRECTION	ACTIONS
<b>Equitable Baccalaureate Attainment</b>	<ol style="list-style-type: none"> <li>1. All actions, policies and procedures, will be enacted centering equity and inclusion and <b>dismantling prejudice and racism</b>.</li> <li>2. Increase equitable access, success and support for <b>degree pathways</b> for:               <ul style="list-style-type: none"> <li>● Dual Enrollment</li> <li>● Justice-involved and justice-impacted</li> <li>● Foster youth</li> <li>● Veterans</li> </ul> </li> <li>3. Increase and improve access, success and support to quality online programs of study.</li> <li>4. Increase the number of eligible students who apply for, and receive federal, state, and local financial aid grants, including the federal Pell Grant, the state Cal Grant, and the California College Promise Grant, among others.</li> <li>5. Increase flexible term structures, flexible schedules and credit for prior learning opportunities to support working adult learners increase their full-time course intensity.</li> </ol>



STRATEGIC DIRECTION	ACTIONS
	<p>6. Increase credit mobility and transfer opportunities within the CCCs and to the California State University (CSU), University of California (UC) and Association of Independent California Colleges and Universities (AICCU) institutions.</p>
<p><b>Equitable Workforce and Economic Development</b></p>	<p>7. Increase educational access for prospective low-income learners to enhance their socio-economic mobility by developing a high-tech/high-touch system, to take customized educational and training opportunities to them, including apprenticeships, work-based learning and incorporating Learning-Aligned Employment Programs.</p> <p>8. Health care: Expand access to health care pathway programs with particular attention to nursing, mental and behavioral health.</p> <p>9. Climate action: Advance community college engagement with the four fields of climate practice — facilities, workforce and curriculum, community engagements and benefits, resource development.</p> <p>10. STEM: Expand success, access and support in science, technology, engineering and math disciplines for historically underrepresented students.</p> <p>11. Education: Increase system capacity to decrease faculty shortages in key sectors including nursing, early childhood pathways and education.</p>
<p><b>The Future of Learning</b></p>	<p>12. Actively engage with the impacts of generative AI on the future of teaching and learning:</p> <ul style="list-style-type: none"> <li>• Improve the student experience with the use of generative AI as well as smart analytics applied to the “big data” systems (e.g., Student Information System, Learning Management System)</li> <li>• Modernize system technology infrastructure to support online education delivery and faculty. Develop an analysis of the impact of generative AI technology and its potential implications for teaching and learning and take the necessary action in policy reform, systems development, and practices to advance success, access and support for our students.</li> <li>• Develop an analysis of the impact of generative AI technology and its potential implications for teaching and learning and take the necessary action in policy reform, systems development, and practices to advance success, access and support for our students.</li> </ul>

Source: California Community Colleges Chancellor’s Office, Vision 2030, retrieved from: <https://www.cccco.edu/About-Us/Vision-2030>

## Data Sources

- California Community Colleges Chancellor’s Office, MIS Datamart, retrieved from: <https://datamart.cccco.edu/DataMart.aspx>
- California Community Colleges Chancellor’s Office, Vision for Success, retrieved from: <https://www.cccco.edu/About-Us/Vision-for-Success>
- California Community Colleges Chancellor’s Office, Vision 2030: <https://www.cccco.edu/About-Us/Vision-2030>
- Statewide College Attendance Survey, The RP Group, retrieved from: [http://rpgroup.ccc-college-attendance-survey-2023.alchemer.com/r/694627\\_6508770cabbd12.30345737](http://rpgroup.ccc-college-attendance-survey-2023.alchemer.com/r/694627_6508770cabbd12.30345737)
- Santa Barbara City College Tableau Dashboard, retrieved from: <https://tableau.sbcc.edu/#/home>
- Santa Barbara Community College District 2019 - 2022 Vision for Student Success Goal Alignment Plan, retrieved from: [https://www.sbcc.edu/institutionalresearch/files/planning-and-decision-making/VfSS\\_2019-2022\\_Plan.pdf](https://www.sbcc.edu/institutionalresearch/files/planning-and-decision-making/VfSS_2019-2022_Plan.pdf)

# The Research and Planning Group for California Community Colleges

The RP Group strengthens the ability of California community colleges to discover and undertake high-quality research, planning, and assessments that improve evidence-based decision-making, institutional effectiveness, and success for all students.

## Project Team

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