



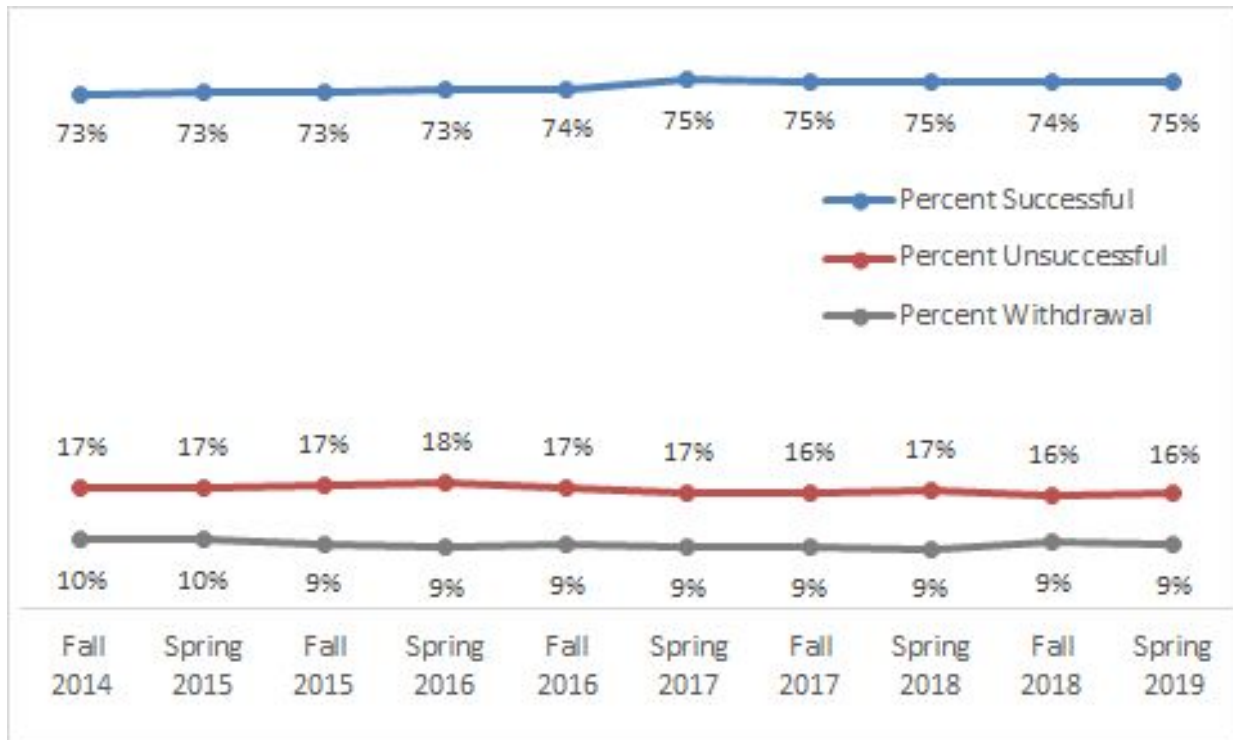
Student Achievement Metrics

2018-2019

Metric #1: Successful course completion rates.

The college's successful course completion rates have remained stable for the last 5 years with only minor variation between terms (Figure 1.1).

Figure 1.1: Successful Course Completion Rates



Note. A successful grade is defined as C or higher, or Pass for Pass/No-Pass courses. The completion rates in this figure are for credit courses.

Course Success by Modality

The successful course completion rates in fully online classes continue to be lower than they are in face-to-face classes. However, successful course completion rates in hybrid classes have increased over the last five semesters to almost the rate of those in face-to-face classes (Table 1.1, 1.2, and 1.3).

Table 1.1: *Success Rates for Face-to-Face Courses*

	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019
Number of Records	46,159	43,728	43,384	39,985	38,883	36,150	38,333	35,252	38,326	34,915
Successful Grades	34,632	33,024	32,775	30,248	29,566	27,808	29,453	27,057	29,338	26,743
Percent Successful	75%	76%	76%	76%	76%	77%	77%	77%	77%	77%

Note. The counts in this table are for grades in credit courses.

Table 1.2: *Success Rates for Fully Online Courses*

	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019
Number of Records	7,751	8,522	8,359	8,361	8,429	8,426	8,540	8,493	8,904	9,064
Successful Grades	4,861	5,335	5,254	5,299	5,367	5,584	5,614	5,572	5,854	6,072
Percent Successful	63%	63%	63%	63%	64%	66%	66%	66%	66%	67%

Note. The counts in this table are for grades in credit courses.

Table 1.3: *Success Rates for Hybrid Courses*

	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019
Number of Records	1,787	1,586	1,646	1,519	1,415	1,560	1,591	1,407	1,841	1,705
Successful Grades	1,172	1,038	1,083	1,061	983	1,114	1,163	1,074	1,365	1,262
Percent Successful	66%	65%	66%	70%	69%	71%	73%	76%	74%	74%

Note. The counts in this table are for grades in credit courses.

Course Success by Ethnicity

There is evidence of a disproportionate impact in two of the six ethnicities during the 2018-19 academic year (Table 1.4). The disproportionate impact for Hispanics was stable and close to the margin of error between Fall 2014 and Fall 2016, and also in Fall 2017 and Spring 2018. In Spring 2017 and Fall 2018, the disproportionate impact for Hispanics increased to 5%, and 4% in Spring 2019. The largest disproportionate impact is for Black/African Americans. From Fall 2014 to Spring 2019, the impact has ranged from 18% to 11% with an average of 15% below the term mean. Spring 2017 recorded the lowest disproportionate impact at 11% for Black/African American students.

Table 1.4 *Ethnicity Category Success Rate Differences from Term Mean with Margin of Error*

	Fall 2014 %	Spring 2015 %	Fall 2015 %	Spring 2016 %	Fall 2016 %	Spring 2017 %	Fall 2017 %	Spring 2018 %	Fall 2018 %	Spring 2019 %	Mean Δ
	(ME)	(ME)	(ME)	(ME)	(ME)	(ME)	(ME)	(ME)	(ME)	(ME)	
2 or More Races/Other	3% (2%)	1% (2%)	1% (2%)	3% (2%)	1% (2%)	1% (2%)	5% (2%)	4% (2%)	3% (2%)	-1% (2%)	2%
Am. Indian/ Alaskan Native	-8% (6%)	-3% (6%)	-2% (6%)	-4% (6%)	2% (7%)	2% (7%)	-8% (7%)	-9% (7%)	0% (7%)	3% (7%)	-3%
Asian/Filipino/ Pacific Isl.	13% (1%)	11% (1%)	12% (1%)	12% (1%)	9% (1%)	8% (1%)	11% (1%)	10% (1%)	7% (2%)	8% (2%)	10%
Black/African American	-17% (2%)	-16% (2%)	-17% (2%)	-18% (2%)	-16% (2%)	-11% (2%)	-15% (2%)	-12% (3%)	-12% (3%)	-12% (3%)	-15%
Hispanic	-1% (1%)	-2% (1%)	-2% (1%)	-1% (1%)	-3% (1%)	-5% (1%)	-2% (1%)	-2% (1%)	-5% (1%)	-4% (1%)	-3%
White	10% (1%)	9% (1%)	8% (1%)	9% (1%)	7% (1%)	5% (1%)	9% (1%)	8% (1%)	7% (1%)	7% (1%)	8%
<i>Term Mean</i>	68%	69%	70%	69%	71%	74%	71%	71%	71%	71%	

Note. ME = Margin of Error. Term Mean is the unweighted mean within a term. Mean Δ = the mean difference from the Term Mean for an ethnic group across all terms. The percentages reported in this table are the differences for each ethnic group from the Term Mean. For example, in Fall 2014 the 3% reported for “2 or More Races/Other” is the difference between the actual success rate of 71% for this group and the Term Mean of 68%. The Margin of Error is based on the number of records in each group. When the difference from the Term Mean is outside of the margin of error, the difference is unlikely to be due to chance variation.

Metric #2: Persistence

Persistence is defined as the percentage of degree or transfer-seeking first-time credit students enrolled in a given term who return and enroll in the following term. Second term persistence is, for example, students who started in fall 2011 who were also enrolled in spring 2012. Third-term persistence refers to students who enrolled in a given term and who were also enrolled in the next two consecutive terms: for example, students who started in fall 2011 who were also enrolled in spring 2012 and fall 2012. We typically disregard summer terms when measuring persistence.

The fall-to-spring second-term college persistence rate remains stable at about 84-86% (Table 2.1). The fall-to-fall three-term college persistence rate increased over the last three years from 60% in fall 2016 to 68% in fall 2019.

Table 2.1 *Fall to Spring Second Term Persistence and Fall to Fall Third Term Persistence*

Period	Second Term Persistence	Period	Third Term Persistence
Fall 2018 to Spring 2019	86.6%	Fall 2018 to Fall 2019	68.0%
Fall 2017 to Spring 2018	84.3%	Fall 2017 to Fall 2018	66.1%
Fall 2016 to Spring 2017	84.8%	Fall 2016 to Fall 2017	64.2%
Fall 2015 to Spring 2016	83.7%	Fall 2015 to Fall 2016	60.4%
Fall 2014 to Spring 2015	84.5%	Fall 2014 to Fall 2015	60.9%
Fall 2013 to Spring 2014	84.6%	Fall 2013 to Fall 2014	59.8%
Fall 2012 to Spring 2013	83.6%	Fall 2012 to Fall 2013	60.8%
Fall 2011 to Spring 2012	86.2%	Fall 2011 to Fall 2012	61.9%

Note. Each fall cohort consists of first-time students at SBCC who are enrolled in at least one credit course, and who indicated on their application an educational goal of completing a degree and/or transferring to a four-year institution.

Metric #3: Degree and Certificate Awards

There has been a substantial increase in the number of associate degrees awarded since 2016-17 and certificates awarded in 2015-16 and 2018-19 compared to other years (Table 3.1). The introduction of the Associate Degrees for Transfer and changes in the criteria for earning a certificate may have contributed to these increases, similar to what has taken place at other California community colleges. Nevertheless, the increases in certificates and degrees in the past few years is very impressive.

Table 3.1 *Degree and Certificate Awards*

Year	Degrees			Certificates			Total
	A.S.	A.A.	Total	60+ Units	30 to <60 Units	18 to <30 Units	
2018-19	574	2,522	3,096	64	1,412	149	1,625
2017-18	461	1,985	2,446	55	1,088	93	1,236
2016-17	485	1,988	2,473	41	1,203	119	1,363
2015-16	304	1,554	1,858	46	1,453	141	1,640
2014-15	288	1,572	1,860	65	1,051	106	1,222
2013-14	286	1,477	1,763	5	1,150	130	1,285
2012-13	280	1,420	1,700	18	954	147	1,119
2011-12	230	1,519	1,749	37	855	129	1,021
2010-11	235	1,397	1,632	11	922	101	1,034
2009-10	242	967	1,209	37	837	105	979

Note. Year is from July 1 - June 30. A.S. stands for Associate of Science and A.A. stands for Associate of Arts.

Metric #4: Transfers to 4-Year Institutions

There has been an increase in the number of SBCC students who transferred to a four-year college or university. The majority of increases in transfers in 2014-15 and 2015-16 was to the CSU system, and just in the last two years there was a sizeable increase in transfers to UC schools.

Table 4.1 *Transfers to 4-Year Institutions*

Year	UC	CSU	In-State		Total
			Private	Out-Of-State	
2017-18	660	499	135	321	1,615
2016-17	725	508	155	314	1,702
2015-16	576	587	129	305	1,597
2014-15	561	537	143	243	1,484
2013-14	565	487	145	245	1,442
2012-13	518	461	122	234	1,335
2011-12	517	531	141	215	1,404
2010-11	566	499	134	222	1,421
2009-10	656	351	147	218	1,372

NOTES:

- UC transfer data is from the UCOP Infocenter at www.universityofcalifornia.edu/infocenter
- CSU transfer data is from CSU Analytic Studies at www.calstate.edu/as/ccct/index.shtml
- In-State Private and Out-Of-State data is from the Chancellor's Office Datamart at datamart.cccco.edu