



- = Percent Increase since 2018-19 academic year
- = Minimal or No Change since 2018-19 academic year (< ±1%)
- = Percent Decrease since 2018-19 academic year

Key Performance Indicators		2018 - 2019 Total	2019 - 2020 Total	% Change Since 2018 - 2019	
<b>GOAL I</b>	<b>Student Success:</b> Increase student success while preserving access, enhancing quality, and reducing attainment gaps associated with income, race, ethnicity, age, and gender.				
I.A	Percent of Students with a Student Ed Plan (SEP)	83.64%	81.05%	-2.59%	<span style="color: red;">●</span>
I.B	Fall to Spring Retention (i.e., Persistence)	69.71%	68.58%	-1.13%	<span style="color: red;">●</span>
I.C	Number of Degrees and Certificates awarded each year	3,231	3,809	+17.89%	<span style="color: green;">●</span>
I.D	Number of Students Completing Transfer-Level Math and English in 1 year	256	684	+167.19%	<span style="color: green;">●</span>
I.E	Number of Students Who are Transfer Ready	2,187	2,288	+4.62%	<span style="color: green;">●</span>
I.F	Course Success Rate (i.e., grade of A, B, C, or P)	70.30%	72.30%	+2%	<span style="color: green;">●</span>
<b>GOAL II</b>	<b>Enrollment and Access:</b> Increase our student population to improve the higher education participation rate and supply a well-equipped, educated workforce for our communities.				
II.A	Number of Full-Time Equivalent Students (FTES)	15,372	15,474	+0.66%	<span style="color: yellow;">●</span>
II.B	Number of sections fully online (i.e., excluding hybrid sections)	831	987	+18.77%	<span style="color: green;">●</span>
II.C	Number of unduplicated students receiving a California Promise Grant (formerly a BOG waiver)	17,481	17,321	0.92%	<span style="color: yellow;">●</span>
II.D	Number of unduplicated students receiving a Pell Grant	6,045	6,280	+3.89%	<span style="color: green;">●</span>
II.E	Licensure/Certification Pass Rates	89.29%	87.05%	-2.24%	<span style="color: red;">●</span>
II.F	Participation Rate in Service Area	53.58%	55.61%	+2.03%	<span style="color: green;">●</span>
<b>GOAL III</b>	<b>District Operational Systems:</b> Improve the district systems to increase administrative and operational efficiency and effectiveness with an emphasis on student records, human resources, facilities, technology, financial systems, and other workflow operational systems.				
III.A	Reserves at 12 - 15% level set by Board	20%	22.51%	+2.51%	<span style="color: green;">●</span>
III.B	50% law	50.36%	50.46%	+0.10%	<span style="color: yellow;">●</span>
III.C	Faculty Obligation Number (FON) Met	<b>Requirement:</b>	238.4	223.4	<b>Met</b> <span style="color: green;">●</span>
		<b>Actual:</b>	252.9	234.8	



**Methodology**

Key Performance Indicator	Definition and Methodology
I.A - Percent of Students with a Student Ed Plan (SEP)	The total number of students that have (1) met with a counselor to plan their courses for any number of semesters, (2) had the educational goal of earning a degree/transferring to a 4 year college, and (3) declared a major divided by the total number of enrolled students who were not exempted from completing a student educational plan.
I.B - Fall to Spring Retention (Persistence)	Number of students earning any grade in the initial fall semester divided by the number of students who earned any grade in the subsequent spring semester, excluding students who earned a degree or certificate and/or transferred to a four-year college or university.
I.C - Number of Degrees and Certificates Awarded Each Year	The total number of degrees and certificates earned for the academic year (summer, fall, and spring).
I.D - Number of Students Completing Transfer-level Math and English in the First Year	The total number of students who complete both transfer-level math and English within the District their first year.
I.E - Number of Transfers to 4-Year Colleges Each Year	The number of students who transfer to a four-year institution (measured annually from summer to spring). Includes UC, CSU, in-state private, and out-of-state.
I.F - Course Success Rate (i.e., grade of A, B, C, P)	Course success rate is defined as the percent of students earning a grade of A, B, C, or P divided by the number of grades on record (A, B, C, D, F, P, NP, I, or W) each academic year (summer, fall, and spring).
II.A - Number of Full-Time Equivalent Students (FTES)	Full-Time Equivalent Student (FTES) is the equivalent of one student taking courses totaling 15 units each semester for two semesters.
II.B - Number of Sections Fully Online (Excluding Hybrids)	The total number of sections that are offered fully online, excluding hybrid sections.
II.C - Number of Unduplicated Students Receiving a California Promise Grant	This measurement reflects an unduplicated count of the number of enrolled students that received a California Promise Grant in the academic year.



Key Performance Indicator	Definition and Methodology
II.D - Number of Unduplicated Students Receiving a Pell Grant	This measurement reflects an unduplicated count of the number of enrolled students that received a Pell Grant in the academic year.
II.E - Licensure and Certification Pass Rates	Licensure and Certification Pass Rate is the total number of examinees that received a passing score divided by the total number of examinees that took a licensure or certification examination.
II.F - Participation Rate in Service Area	Participation rate in service area is the percent of matriculating SBCCD students that are residents of cities in our service area. By "resident" we mean the student graduated from a high school in our service area. It is measured by taking the total number of SBCCD matriculating students that are residents of our service area divided by the total number of community college students from our service area.
III.A - Reserves Above 10% as Set by Board	The amount of reserves in the general fund compared to the standard set by the Board. While a number will be presented, it should be thought of as either meeting or not meeting the standard put forth by the Board.
III.B - 50% Law Met	The 50% Law measures the rate of general fund expenditures that go toward salaries of classroom instructors. The state has set the number at 50%. While a number will be presented, it should be thought of as either meeting or not meeting the law.
III.C - Faculty Obligation Number (FON) Met	Title 5 (section 51025) requires districts to increase the number of full-time faculty over the previous year in proportion to the amount of growth in funded credit FTES. This will be measured annually in the fall (numbers are submitted to the Board of Governors in November). A number will be provided but should be interpreted as either meeting or not meeting the obligation.