

SBCCD Office of Research, Planning & Institutional Effectiveness

- = **Net** decrease since 2015-2016 academic year (i.e., annual progress report)
- = **No net** change since 2015-2016 academic year (i.e., annual progress report)
- = **Net** increase since 2015-2016 academic year (i.e., annual progress report)



Key Performance Indicators		2015-2016 Total	2016-2017 Total	Net Change Since 2015-2016	
<b>GOAL 1</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.				
<b>1.1</b>	Percent with a Student Ed Plan (SEP)	48.99%	77.63%	+28.64%	<span style="color: green;">●</span>
<b>1.2</b>	Fall to Spring Retention (i.e., Persistence)	70.0%	71.1%	+1.1%	<span style="color: green;">●</span>
<b>1.3</b>	Number of degrees and certificates awarded each year	2,434	2,832	+398	<span style="color: green;">●</span>
<b>1.4</b>	Number of students graduating within 3 years	1,092	1,199	+107	<span style="color: green;">●</span>
<b>1.5</b>	Number of transfers to 4-year colleges each year	1,367	1,298	-69	<span style="color: red;">●</span>
<b>1.6</b>	Course Success Rate (i.e., grade of A, B, C, P)	69.51%	69.99%	+0.48%	<span style="color: green;">●</span>
<b>GOAL 2</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.				
<b>2.1</b>	Number of Full-Time Equivalent Students (FTES)	15,065.31	15,123.38	+58.07	<span style="color: green;">●</span>
<b>2.2</b>	Number of sections fully online (i.e., excluding hybrid courses)	768	897	+129	<span style="color: green;">●</span>
<b>2.3</b>	Number of unduplicated students receiving a California Promise Grant (i.e., BOG waiver)	16,676	16,264	-412	<span style="color: red;">●</span>
<b>2.4</b>	Number of unduplicated students receiving a Pell Grant	7,245	6,467	-778	<span style="color: red;">●</span>
<b>2.5</b>	Licensure/Certification Pass Rates	84.75%	94.38%	+9.63%	<span style="color: green;">●</span>
<b>2.6</b>	Participation Rate in Service Area	74%	72%	-2%	<span style="color: red;">●</span>
<b>GOAL 3</b>	<b>Partnerships of Strategic Importance:</b> Invest in strategic relationships and collaborative relationships in higher education, PK-12 education, business and workforce development, government, and other community organizations.				
<b>3.1</b>	Higher Education Relationships	NA	15	Baseline	<span style="color: yellow;">●</span>
<b>3.2</b>	PK-12 Relationships	NA	23	Baseline	<span style="color: yellow;">●</span>
<b>3.3</b>	Business/Workforce Development Relationships	NA	77	Baseline	<span style="color: yellow;">●</span>
<b>3.4</b>	Government and Community Relationships	NA	73	Baseline	<span style="color: yellow;">●</span>
<b>3.5</b>	Relationships in the Developmental Stage	NA	33	Baseline	<span style="color: yellow;">●</span>
<b>GOAL 4</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.				
<b>4.1</b>	Reserves at 12-15% level set by Board	17%	20%	+3%	<span style="color: green;">●</span>
<b>4.2</b>	50% law	50.19%	51.12%	+0.93%	<span style="color: green;">●</span>
<b>4.3</b>	Faculty Obligation Number (FON) Met	207.8	237.9	Met	<span style="color: green;">●</span>

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**Methodology**

Key Performance Indicators	Definition and Methodology
Percent with a Student Ed Plan (SEP)	Percent of students with a SEP is defined as the total number of students that have (1) met with a counselor to plan their courses for any number of semesters and (2) declared a major ÷ by the total number of students enrolled (i.e., received a Grade on Record for that year).
Fall to Spring Retention (Persistence)	The fall to spring retention is defined as the number of students who earned a Grade on Record (GOR) in the initial fall semester divided by the number of students who earned a GOR in subsequent spring semester. Exclude students who earned a degree or certificate and/or transferred.
Number of degrees and certificates awarded each year	The total number of degrees and certificates earned for the academic year starting from summer, fall to spring.
Number of students graduating within 3 years	The total number of students who complete their degree in 3 years or less. Note, some students are counted more than once because they completed multiple degrees.
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).
Course Success Rate (i.e., grade of A, B, C, P)	Course success rate is defined as the percent of students earning a A, B, C, or P grade divided by the number of grades on record (GOR: A, B, C, D, F, P, NP, I, or W) each academic year: summer, fall, and spring.
Number of Full-Time Equivalent Students (FTES)	FTES stands for Full-Time Equivalent Student and is the equivalent of one student taking courses totaling 15 units each semester for two semesters.
Number of sections that are fully online (i.e., excluding hybrid courses)	# of sections that are fully online is defined as the total number of sections that are offered fully online
Number of unduplicated students receiving a California Promise Grant (i.e., BOG waiver)	The number of unduplicated students who received a California Promise Grant per academic year.

**SBCCD Office of Research, Planning & Institutional Effectiveness**

**Methodology**

<b>Key Performance Indicators</b>	<b>Definition and Methodology</b>
Number of unduplicated students receiving a Pell Grant	The number of unduplicated students receiving a Pell Grant is measured on an annual basis. This measurement reflects a count of the number of enrolled students that received a Pell Grant in the academic year.
Licensure/Certification Pass Rates	Licensure/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. Note, this data is collected and distributed by the ACCJC.
Participation Rate in Service Area	Participation rate in service area is the rate 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’s 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.
Higher Education Relationships	This KPI reflects the amount of involvement SBCCD has with other Higher Education Institutions. It is a count of the number of relationships we have with regional institutions of Higher Education. A Higher Education Partnership is defined as having a MOU on file.
PK-12 Relationships	This KPI reflects the amount of involvement SBCCD has with the community. It is a count of the number of relationships we have with local PK-12 schools. A PK-12 Partnership is defined as having a MOU on file.

**SBCCD Office of Research, Planning & Institutional Effectiveness**

**Methodology**

<b>Key Performance Indicators</b>	<b>Definition and Methodology</b>
Business/Workforce Development Relationships	This KPI reflects the amount of involvement SBCCD has with the community. It is a count of the number of relationships we have with local and regional Business and Workforce entities. A Business/Workforce Development Partnership is defined as having a MOU on file.
Government and Community Relationships	This KPI reflects the amount of involvement SBCCD has with the community. It is a count of the number of relationships we have with Government and community entities. A Government and Community Partnership is defined as having a MOU on file.
Relationships in the developmental stage	This KPI is designed to capture progress towards ultimately establishing a MOU with a partner (i.e., scheduled meetings, previous relationships, phone calls, joint venues etc.). A partnership is counted as developmental if any of the above activities have occurred.
Reserves at 12-15% level set by Board	The amount of reserve 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.
50% law Met	The 50% law measures the rate of general fund expenditures that go towards 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.
Faculty Obligation Number (FON) Met	Title-V (section 51025) mandate that 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 interpret it as as either meeting or not meeting the obligation.

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**ABBREVIATED MEASUREMENT DEFINITIONS FOR KEY PERFORMANCE INDICATORS**

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|--|---|
| <p><b>1.1</b> Total number of students with any number of planned semesters and a declared major ÷ total number of students with a GOR</p> <p><b>1.2</b> Students with GOR in fall ÷ students with GOR in spring</p> <p><b>1.3</b> Number of degrees and certificates awarded</p> <p><b>1.4</b> Graduation term – term student received 1<sup>st</sup> GOR</p> <p><b>1.5</b> Number of transfers to 4-year each academic year</p> <p><b>1.6</b> Number that receive grade of A, B, C, P</p> <p><b>2.1</b> Annual resident FTES</p> <p><b>2.2</b> Number of fully online course sections ÷ number of sections</p> <p><b>2.3</b> Number of unduplicated students receiving a California Promise Grant ÷ total number of students enrolled for term</p> <p><b>2.4</b> Number of unduplicated students receiving Pell Grant ÷ total number of students enrolled for the term</p> | <p><b>2.5</b> Number of students that pass exam ÷ number of examinees</p> <p><b>2.6</b> Number of students from SBCCD service area zip code (SAZ) that attend SBCCD ÷ number of SAZ students that attend a CC</p> <p><b>3.1</b> Count of Higher Education MOU's</p> <p><b>3.2</b> Count of PK-12 MOU's</p> <p><b>3.3</b> Count of business &amp; workforce development MOU's</p> <p><b>3.4</b> Count of government and community MOU's</p> <p><b>3.5</b> This KPI is designed to capture progress towards ultimately establishing a MOU with a partner (i.e., prior meetings, previous relationships, cite visits, joint venues etc.)</p> <p><b>4.1</b> Is the amount in reserve ± the standard set by the board</p> <p><b>4.2</b> Rate of expenditures allocated to instructional salaries</p> <p><b>4.3</b> Increase in the number of full-time faculty over prior year. Should be proportional to growth in funded credit FTES</p> |
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SBCCD Office of Research, Planning & Institutional Effectiveness

**SAN BERNARDINO COMMUNITY COLLEGE DISTRICT SCORE CARD**

*Goal 1: Student Success*

**Objective:** Increase student success while preserving access, enhancing quality, and reducing attainment gaps associated with income, race, ethnicity, age, and gender.

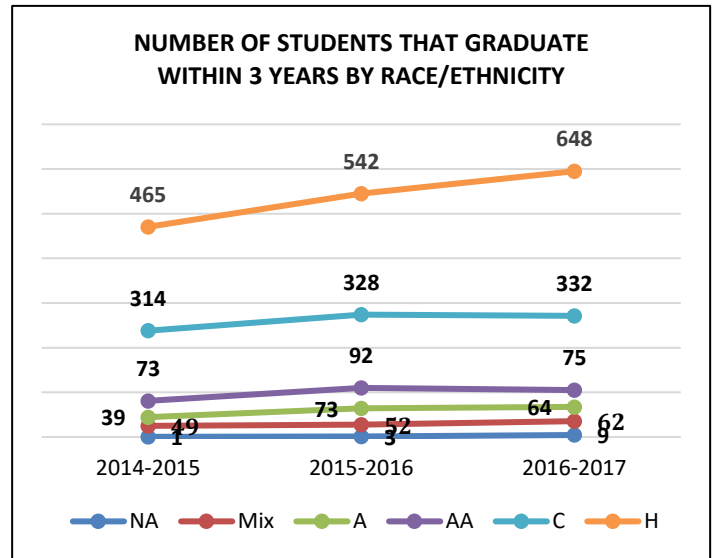
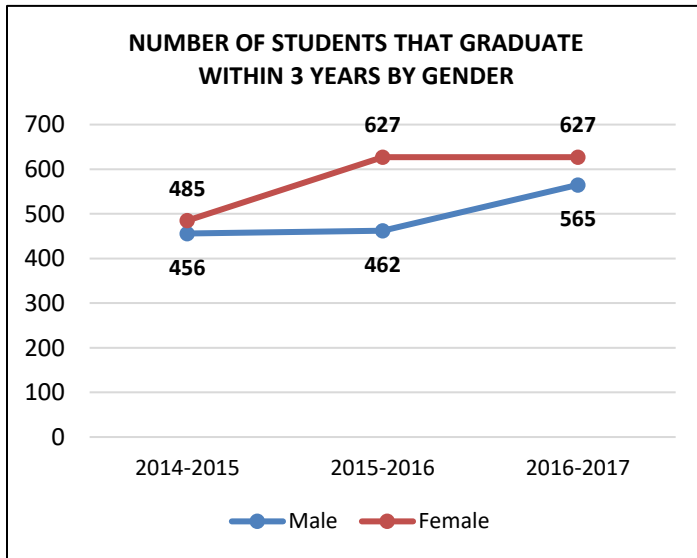
**Measurement Frequency:** Annual

**KPI 1.4:** *Number of Students Graduating Within 3 Years*

**Definition:** The total number of students who complete their degree (i.e., Associates or Certificate) in 3 years or less. Note, some students are counted more than once because they completed multiple degrees within a given academic year.

	2014-2015 Total	2015-2016 Total	2016-2017 Total	2017-2018 Total
<b>KPI 1.4:</b> <i>Number of Students Graduating Within 3 years</i>	943	1092	1199	TBD

**EQUITY ANALYSIS:**



**Summary of the data:**

**Degrees and Certificates (Overall):** There was a **net increase** of 405 students that graduated within 3 years or less (3-year grads) since the 2014-2015 academic. This amounts to an **average increase** of 135 “3-year grads” each year and an **average** of 1078 total “3-year grads” each year over this three-year period. There was a **total** of 3234 “3-year grads” over this three-year period.

**Degrees and Certificates (Equity):** On average, there were **more female** “3-year grads” than **males** over this three-year period (three-year average of 580 and 494 “3-year grads” per year, respectively). On average, **Hispanics** obtained the **highest number of degrees in 3 years or less** per year (1655) over this three-year period. The next highest was Caucasians (974), African Americans (240), Asians (176), Mix (163) and Native Americans (13).

**Note:** NA = Native American; A = Asian; AA = African American; C = Caucasian; H = Hispanic; Mix = Multiple Race

SBCCD Office of Research, Planning & Institutional Effectiveness

**SAN BERNARDINO COMMUNITY COLLEGE DISTRICT KPI DASHBOARD**

*Goal 2: Enrollment and Access*

**Objective:** Increase our student population to improve the higher education participation rate and supply a well-equipped, educated workforce for our communities.

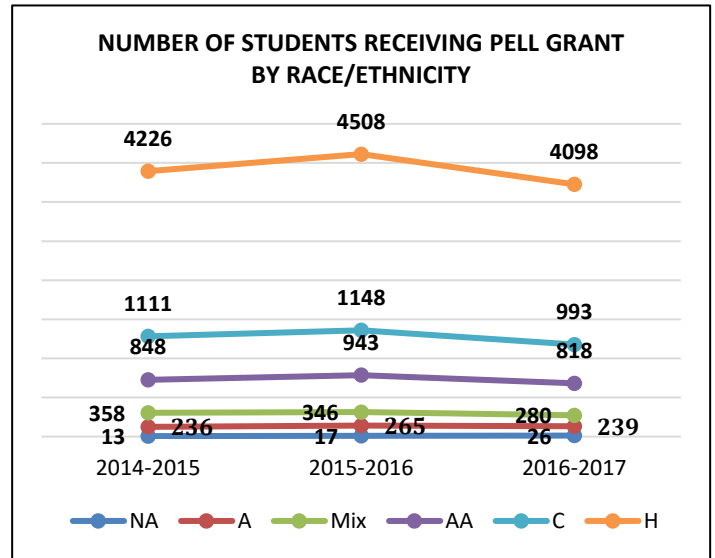
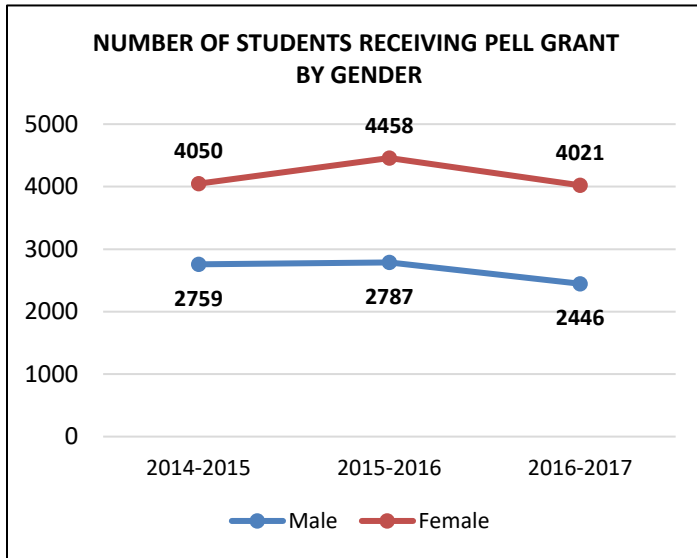
**Measurement Frequency:** Annual

**KPI 1.3:** *Number of unduplicated students receiving a Pell Grant*

**Definition:** The number of unduplicated students receiving a Pell Grant is measured on an annual basis. This measurement reflects a count of the number of enrolled students that received a Pell Grant in the academic year.

	2014-2015 Total	2015-2016 Total	2016-2017 Total	2017-2018 Total
<b>KPI 1.3:</b> <i>Number of Students Receiving a Pell Grant Each Year</i>	6809	7245	6467	TBD

**EQUITY ANALYSIS:**



**SUMMARY OF THE DATA:**

**Overall:** The number of students receiving a Pell Grant is experiencing a slight increase and then decrease over the three-year period. There was a **net increase** of 436 students awarded a Pell Grant from 2014-2015 academic year to 2015-2016 academic year. There was a **net decrease** of 778 students awarded a Pell Grant from 2015-2016 academic year to 2016-2017 academic year. There was a **total** of 49971 students awarded a Pell Grant over this three-year period.

**Equity:** On average, **females** perform better than **males** in receiving a Pell Grant over this three-year period. On average, **Hispanics** is the **highest racial group** receiving a Pell Grant per year (4277) over this three-year period. The next highest was Caucasians (1084), African Americans (870), Multiracial (328), Asians (247), and Native Americans (19).

**Note:** NA = Native American; A = Asian; Mix = Multiracial; AA = African American; C = Caucasian; H = Hispanic;

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**SAN BERNARDINO COMMUNITY COLLEGE DISTRICT SCORE CARD**

*Goal 4: District Operational Systems*

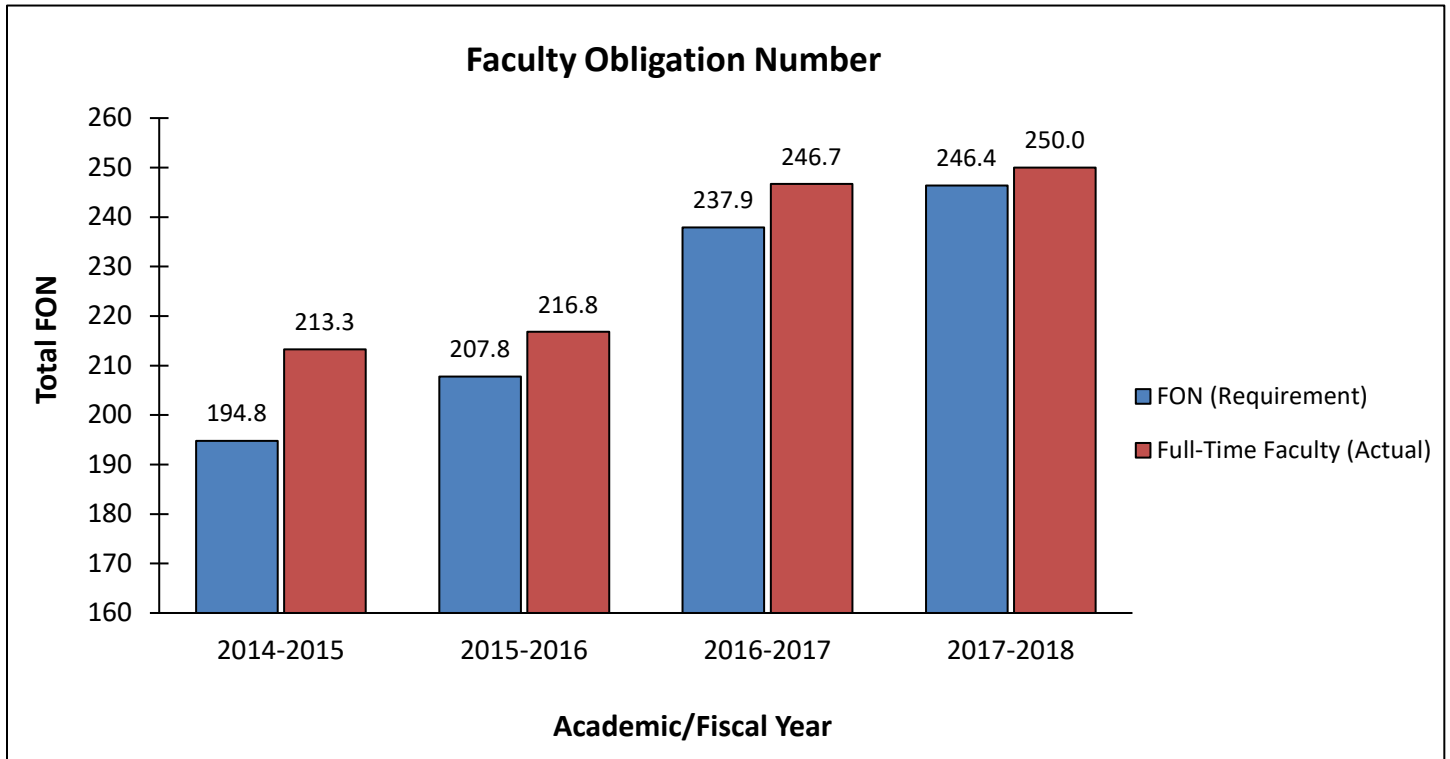
**Objective:** Improve the district systems to increase administrative and operational efficiency and effectiveness with an emphasis on student records, human resources, facilities, technology, financial systems, and other workflow operational systems

**Measurement Frequency:** Annual


**KPI 4.3: Faculty Obligation Number (FON) Met**

**Definition:** The Faculty Obligation Number is based on the Title V (section 51025) mandate that 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.

	2014-2015 Total	2015-2016 Total	2016-2017 Total	2017-2018 Total
<b>KPI 4.3: Faculty Obligation Number (Requirement)</b>	194.8	207.8	237.9	246.4
<b>KPI 4.3: Number of Full-Time Faculty (Actual)</b>	213.3	216.8	246.7	250.0



**SUMMARY OF THE DATA:**

 SBCCD has met the FON each year over this four-year period.