

Institutional Performance Report

Comprehensive Planning
and
Measuring Mission Fulfillment



EDMONDS
COLLEGE

TEACHING | LEARNING | COMMUNITY

2021-22
Benchmark Report

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Comprehensive Planning

Edmonds College has a comprehensive approach to its planning. The integrated planning approach allows the college to strengthen its existing functions (i.e., operational planning) while simultaneously leaning into the future (i.e., innovation planning). Weaving long-term planning with annual operational planning allows the college to focus on meeting its mission while working toward realizing its vision.

Comprehensive Planning



Edmonds College's comprehensive planning model is designed to include a broad range of participants and to help them more easily identify, achieve, and assess short-term and long-term outcomes for programs and services. The planning model's mechanisms for data analyses and stakeholder discussions inform decision-making processes for resource allocations and for institutional changes that promote continuous improvement.

This Institutional Performance Report provides updates on the comprehensive planning work and the mission fulfillment determination that was completed during the 2021-22 academic year.

Operational Planning

The college's operational plan is organized around four overarching goals: Access, Success, Community Partnerships, and Capacity/Operational Excellence. Each of these goals has multiple strategies, and each strategy has multiple specific, measurable actions that are assigned to different individuals at the college. In this sense, the operational plan is tied to the college's organizational chart.

The President's Leadership Team regularly provides updates on actions, and formal updates are presented to the college's Board of Trustees. The plan is refreshed each year as completed items roll off and new actions are added.

Innovation Planning

To assist with innovation (i.e., strategic) planning, the college has an Idea Lab designed to be a permanent innovation structure at Edmonds College to brainstorm, incubate, evaluate, and mobilize innovative solutions to create a change-ready and adaptive college.

Ideas for the innovation plan may come from a variety of sources, but the ideas should be forward-thinking. Once ideas are vetted, approved, and implemented, they inform shorter-term operational plans, goals, strategies, and actions. In this way, the college's innovation plan and operational plan are integrated. The diagram below illustrates the inherent relationship between the two sides of the college's comprehensive plan.



Defining and Measuring Mission Fulfillment

The concepts of leading and lagging indicators (particularly as described in the book, [*Creating a Data-Informed Culture in Community Colleges: A New Model for Educators*](#)) are utilized when Edmonds College defines its mission fulfillment:

- Lagging indicators reflect the goals that the college focuses on; and
- Leading indicators reflect actionable measures that influence lagging indicators in order to provide information about progress on the college's goals.

Within the leading and lagging indicator framework, leading indicators represent planned, measured actions (in the operational plan) that are designed to influence a lagging indicator. As a result, the leading-lagging framework allows the college flexibility in creating short-term plans, undertaking strategies, and implementing initiatives that can directly (or indirectly) influence the college's long-term plans and goals.

The college has identified ten (10) lagging indicators, which are monitored to assess institutional health and assess work toward the college's plans. The ten lagging indicators include strategic targets that were developed after looking at multiple years of college data and/or benchmarking against the performance of peer or aspirant institutions. These targets are stretch targets that the college aspires to achieve.

For accreditation purposes, five (5) of the lagging indicators have established minimal threshold levels that the college should exceed in order to fulfill the college's mission. This is stipulated in the college's Board of Trustees's [Monitoring and Planning Policy](#).

The status of each indicator is reported annually in the college's Institutional Performance Report, which is reviewed and approved by the President's Leadership Team and the contents of which are presented to the Board of Trustees. Copies of the annual performance reports are posted on the college's website.

Lagging Indicators

In developing the lagging indicators, the college took several steps, including the following:

- collection of input and feedback from constituents
- examination of historical trends
- completion of an environmental scan and SWOT analysis
- review of higher education resources, such as [Core Indicators of Effectiveness for Community Colleges, 3rd Edition](#); [From Strategy to Change: Implementing the Plan in Higher Education](#); and [Creating a Data-Informed Culture in Community Colleges: A New Model for Educators](#)
- dialogue with other institutions about indicators that they have considered.

These resources provided insight into appropriate lagging indicators and helped the college intentionally select a mix among local state/regional, and national comparisons.

Set of Lagging Indicators
Local Comparisons: 7
State/Regional Comparisons: 1
National Comparisons: 2
Total: 10

The college's 10 lagging indicators include the following student achievement measures:

- course completion (i.e., course retention);
- student progression (through particular credit milestones);
- quarterly student persistence;
- program (i.e., degree and certificate) completion; and
- after-Edmonds College attendance measures of transfer rates and job placement percentages.

The information to be disaggregated in various ways that the institution finds meaningful in order for the college to promote student achievement and close equity gaps.

In addition, the college's strategic targets for student progression, program completion, student transfer rates, and student job placement percentages were all set after benchmarking Edmonds' performance against peer or aspirant institutions -- including other community and technical colleges in Washington state and/or IPEDS data for 23 out-of-state institutions who were finalists for the [Aspen Prize for Community College Excellence](#) from 2011-2019.

Rationales for each lagging indicator have been stated, and targets for meeting each indicator have been established. Details of the ten lagging indicators, organized under goals and strategies in the college's 2021-2022 comprehensive plan, are provided in Appendix A to this document. The college's current performance on each indicator is shown in the next section of this report.

Summary of Lagging Indicators

Indicator	Mission Fulfillment Threshold	2023-24 Strategic Target	Previous Value	Most Current Value
<u>Quality Academic Programs</u>				
Percentage Reviewed	33%	100%	100%	100%
<u>Enrollment Targets</u>				
State FTES	--	4562	3913	3187
Contract FTES	--	3030	2178	1924
Annual Headcount	--	18044	13397	12589
<u>Successful Class Completion</u>				
Class Pass Rates	50%	86%	80%	80%
<u>Student Academic Progress</u>				
SAI Points per Student	0.50	2.00	1.37	1.31
<u>Quarterly Student Persistence</u>				
Fall-to-Winter	--	84%	79%	75%
Fall-to-Spring	--	75%	72%	68%
Fall-to-Fall	--	55%	49%	55%
Winter-to-Spring	--	70%	65%	69%
Spring-to-Fall	--	50%	39%	35%
<u>Fall-to-Fall Student Persistence by Enrollment Level</u>				
Full-Time	--	73%	66%	63%
Part-Time	--	57%	50%	61%
<u>Combined Student Graduation and Transfer Rates</u>				
Graduation Rate	15%	39%	33%	29%
Transfer Rate	15%	28%	21%	22%
Combined Rates	30%	67%	54%	51%
<u>Program Completions</u>				
4-yr Degrees	--	25	16	17
2-yr Degrees	--	1070	938	793
Certificates (all levels)	--	1528	838	394
High School Diplomas	--	448	195	134
Total Awards	--	3071	1987	1338
<u>Student Job Placement Percentage</u>				
Completers	--	86%	82%	69%
Leavers	--	72%	67%	62%
<u>Students Served through Industry and Community Education Partnerships</u>				
Total	3000	6000	2324	2343

Mission Fulfillment Determination

With one of the five accreditation-related lagging indicators below the established Mission Fulfillment Threshold level in 2021-22, the college did not fulfill its mission as defined by [Board Resolution No. 18-6-7](#) and the board's [Monitoring and Planning Policy](#).

The college did not meet the Students Served through Industry and Community Education Partnerships indicator in 2021-22. Most of the students who are included in the measurement of that indicator are traditionally taught in person. Due to the global pandemic that started in late 2019, the last two years the college has not been able to offer as many in-person learning opportunities to these students as it has in the past. As a result of the pandemic and its influence on the college's ability to serve the student groups included in this particular measure, going forward the college will revise the numeric value for the minimal threshold level for this lagging indicator.

Appendix A: Details of the 10 Lagging Indicators Arranged by College Goal and Strategy (with reference to Accreditation Core Themes)

College Goal 1: Access

(Core Theme 1: Academic Excellence)

College Strategies	Lagging Indicators
Offer Clear, Relevant Academic Programs	Quality Academic Programs
Increase New Student Enrollments	Enrollment Targets <small>(This indicator is not accreditation related or reported.)</small>

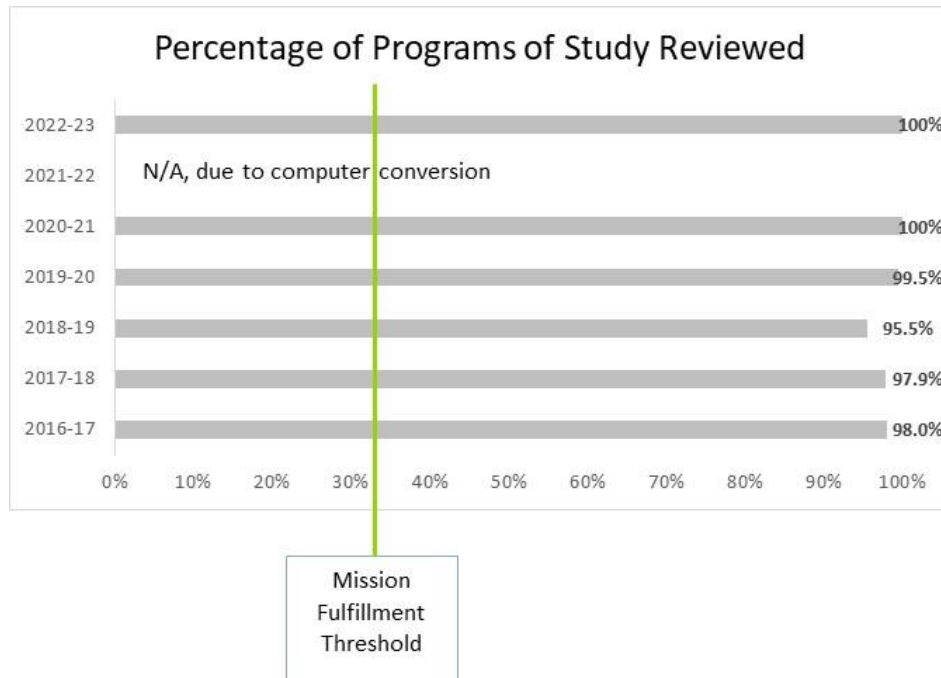
Lagging Indicator: Quality Academic Programs

Measurements: Each year, the college will review the content, structure, and learning outcomes of at least 33% of all of its programs of study (i.e., degrees, certificates, and diplomas). The college strives to review 100% of its programs to study.

Rationale: Regular review of programs of study ensures that the college’s curriculum, wherever offered and however delivered, demonstrates a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning and helps ensure that the college’s curriculum remains innovative and includes global and cultural perspectives and topics.

Benchmark Type: Local comparison

Threshold Level: Mission Fulfillment Threshold: 33%



2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2023-23 Strategic Target
Review for 2016-17 Catalog n=223	Review for 2017-18 Catalog n=196	Review for 2018-19 Catalog n=191	Review for 2019-20 Catalog n=201	Review for 2020-21 Catalog n=188	Review for 2021-22 Catalog n=N/A	Review for 2022-23 Catalog n=193	
98.0%	97.9%	95.5%	99.5%	100%	N/A	100%	100%

Current Status: The college is currently meeting this indicator since the college’s performance is above the mission fulfillment threshold level.

Lagging Indicator: Enrollment Targets

Measurement: State FTES, Contract FTES, and Annual Headcounts are calculated and reported to the SBCTC each quarter. The data is aggregated to produce annual figures.

Rationale: Each year, the college will strive to meet particular state-funded, contract-funded, and unduplicated headcount enrollment levels.

Benchmark Type: Local comparison

Threshold Level: This is not a Mission Fulfillment indicator, so no minimum threshold has been set

Funding Category	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2023-24 Strategic Target
State FTES	4515	4345	4303	4239	3913	3187	4562
Contract FTES	2811	2886	2907	2605	2178	1924	3030
Annual Headcount	17687	17185	16843	16487	13397	12589	18044

Current Status: Since this indicator is not used for mission fulfillment purposes, there is no minimum threshold level against which to compare.

College Goal 2: Student Success

(Core Theme 2: Student Success)

College Strategies	Lagging Indicators
<p>Improve Progression and Completion for Students, with an emphasis on Black, Latinx, and Indigenous student success</p>	Successful Class Completion
	<p>Quarterly Student Persistence</p> <p>(This indicator is not accreditation related or reported.)</p>
	<p>Quarterly Student Persistence by Enrollment Level</p> <p>(This indicator is not accreditation related or reported.)</p>
	Academic Progress
	Combined Student Graduation and Transfer Rates
	<p>Program Completions</p> <p>(This indicator is not accreditation related or reported.)</p>
Ensure Learning for All Students	<p>Student Job Placement Percentage</p> <p>(This indicator is not accreditation related or reported.)</p>

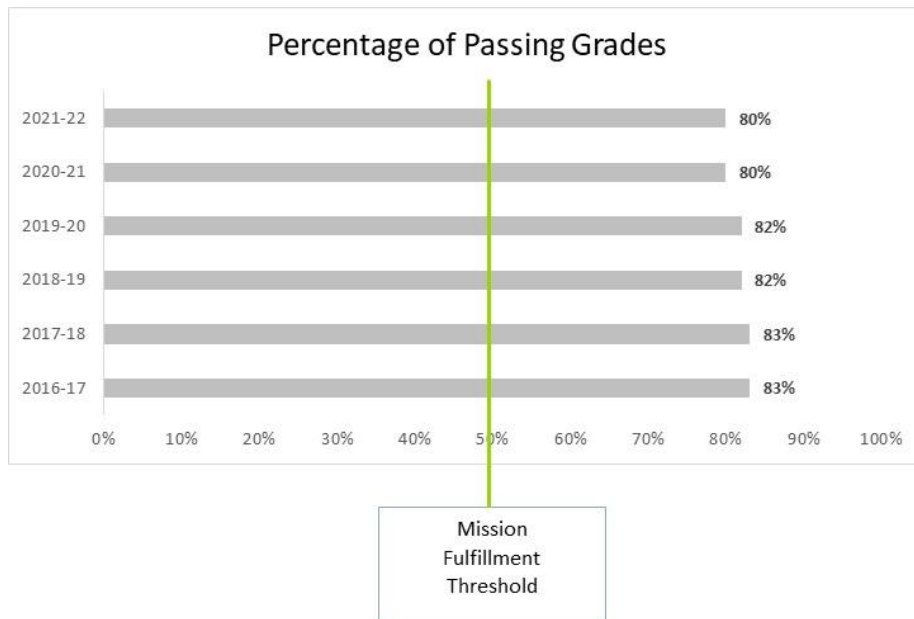
Lagging Indicator: Successful Class Completion

Measurement: The percentage of passing grades (at a 2.0 or above, including S grades) to all grades given (including U, V, W, and I grades) for each academic year will be at least 50%. The college strives for the percentage to be 86%.

Rationale: While the retention of students from the beginning to the end of a quarter is a fundamental measure of student success, class retention by itself is not adequate as students often must earn a grade of 2.0 or higher in order to proceed into subsequent courses. Faculty-student interactions and support services offered by the college (both in and out of the classroom) should positively impact students' ability to pass each of their classes. Disaggregating the data will allow the college to identify and develop strategies to address equity gaps and determine if any high-enrolled, low-completion (HELC) courses exist.

Benchmark Type: Local comparison

Threshold Level: Mission Fulfillment Threshold: 50%



2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2023-24 Strategic Target
83%	83%	82%	82%	80%	80%	86%
n=79,765	n=78,040	n=74,922	n=71,491	n=62,603	n=54,876	

Current Status: The college is currently meeting this indicator since the college's performance is above the mission fulfillment threshold level.

Lagging Indicator: Quarterly Student Persistence

Measurement: Cohorts of new, credit-bearing students (excluding Corrections and Student-Funded Enrollments) are tracked for enrollment in subsequent quarters.

Rationale: Each year, the college strives to attain specific quarter-to-quarter persistence rates for new, credit-bearing students (excluding Corrections and Student-Funded Enrollments).

Benchmark Type: Local comparison

Threshold Level: This is not a Mission Fulfillment indicator, so no minimum threshold has been set

Quarter-to-Quarter Period	2016-17 Cohort	2017-18 Cohort	2018-19 Cohort	2019-20 Cohort	2020-21 Cohort	2021-22 Cohort	2023-24 Strategic Target
Fall-to-Winter	61% n=1830	66% n=1801	71% n=1787	75% n=1926	79% n=1225	75% n=1455	84%
Fall-to-Spring	63%	67%	63%	63%	72%	68%	75%
Fall-to-Fall	45%	46%	47%	49%	55%	TBD	55%
Winter-to-Spring	62% n=661	60% n=538	61% n=840	47% n=1076	65% n=961	69% n=1123	70%
Spring-to-Fall	38% n=581	39% n=717	43% n=773	39% n=427	35% n=658	TBD	50%

Current Status: Since this indicator is not used for mission fulfillment purposes, there is no minimum threshold level against which to compare.

Lagging Indicator: Fall-to-Fall Student Persistence by Enrollment Level

Measurement: Cohorts of new, credit-bearing, degree-seeking students (excluding Corrections and Student-Funded Enrollments) are tracked for enrollment in the subsequent Fall quarter. Different cohorts based upon full-time vs. part-time enrollment status (in their first quarter) are tracked and compared to other colleges who have been recognized by the Aspen Institute or who are in-state peer colleges.

Rationale: Each year, the college strives to attain a specific fall-to-fall persistence rate for new, degree-seeking, credit-bearing students (excluding Corrections and Student-Funded Enrollments) depending on their full-time vs. part-time enrollment status.

Benchmark Type: National comparison

Threshold Levels: This is not a Mission Fulfillment indicator, so no minimum threshold has been set

Persistence Measure	Fall 2015-16 Cohort (returned in Fall 2016-17)	Fall 2016-17 Cohort (returned in Fall 2017-18)	Fall 2017-18 Cohort (returned in Fall 2018-19)	Fall 2018-19 Cohort (returned in Fall 2019-20)	Fall 2019-20 Cohort (returned in Fall 2020-21)	Fall 2020-21 Cohort (returned in Fall 2021-22)	2023-24 Strategic Target
Full-Time	68% n=386	68% n=365	65% n=269	67% n=303	66% n=370	63% n=339	73%
Part-Time	47% n=245	52% n=285	45% n=196	53% n=186	50% n=276	61% n=203	57%

Current Status: Since this indicator is not used for mission fulfillment purposes, there is no minimum threshold level(s) against which to compare.

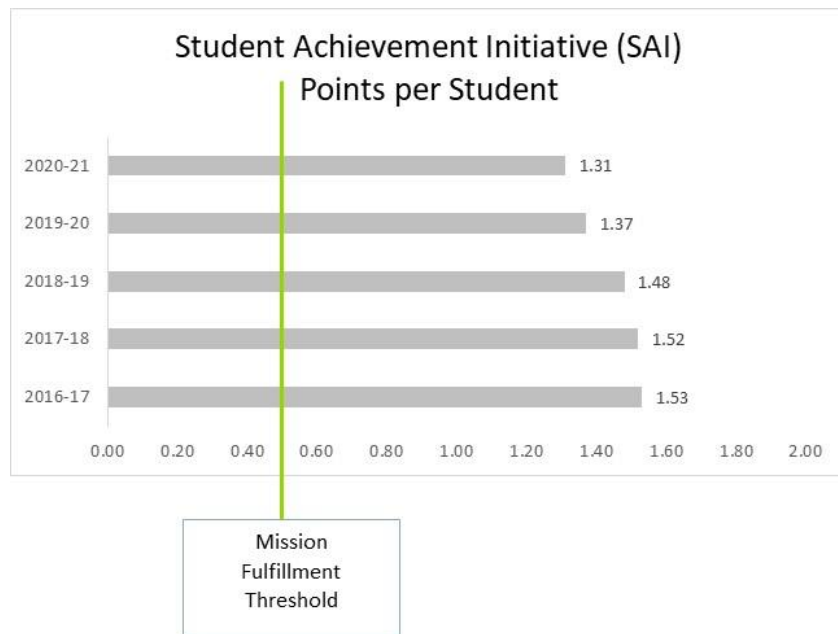
Lagging Indicator: Academic Progress*

Measurement: As measured by the cohort-based Student Achievement Initiative (SAI) measures, the college's points per student (measured annually).

Rationale: The college offers programs and services that assist students to make credit gains each year. The college’s aspirational (i.e., strategic/stretch) threshold has been based upon the average of the entire state system of institutions (which is usually around 1.60 points per student). Disaggregating the data by student demographics and by the Student Achievement Initiative milestones (e.g., 15 credits, 30 credits, 45 credits, etc.) will allow the college to identify and develop strategies to address any equity gaps.

Benchmark Type: State/Regional comparison

Threshold Levels: Mission Fulfillment Threshold: 0.50 points per student



2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2023-24 Strategic Target
1.53	1.52	1.48	1.37	1.31	N/A	2.00

Current Status: The 2021-22 data is not yet available from the state. The college was meeting this indicator for the most recently available data since the college’s performance was above the mission fulfillment threshold level.

* The state board has adjusted the SAI framework measures, and the college is using version 3.0 for the data points. Previously, the college used and reported the SAI version 2.0 measures.

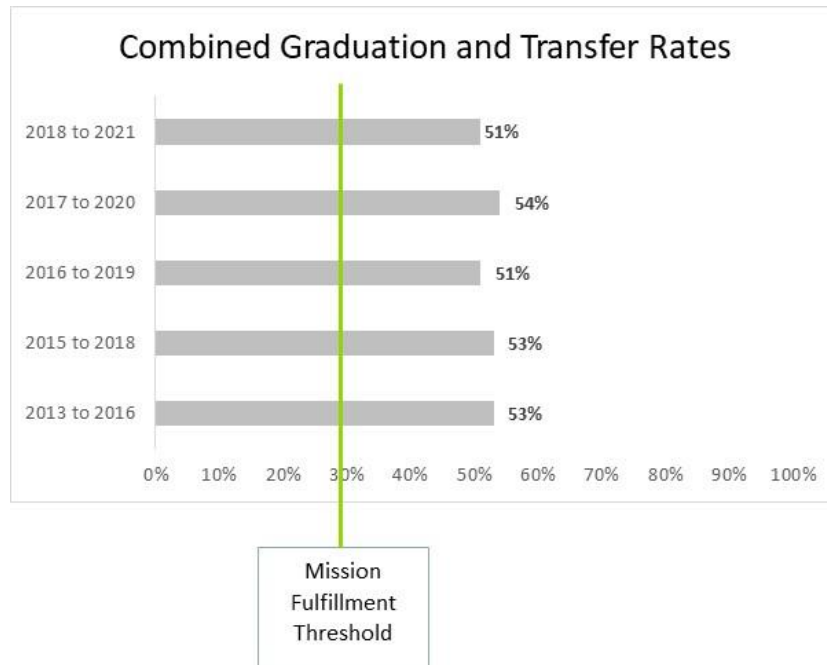
Lagging Indicator: Combined Student Graduation and Transfer-out Rates*

Measurement: The college's reported Integrated Postsecondary Education Data System (IPEDS) Graduation and Transfer-out Rates (combined) will not be lower than 30%, which aligns with the Council of Regional Accrediting Commissions' (C-RAC) minimal acceptable level of a 15% graduation rate for a college to not be considered as a “low-performing institution” (p. 17). The college strives for a combined rate of 67%.

Rationale: The IPEDS Graduation Rate is for first-time, full-time, degree-seeking students who complete within 150% of the program length time. The IPEDS Transfer-out Rate is the total number of students from the first-time, full-time, degree-seeking cohort who are known to have transferred out of the college. Comparison with national standards allows the college to monitor its outcomes and ensure compliance with external expectations. The college’s aspirational (i.e., strategic/stretch) threshold has been based upon doubling the minimal national level. Disaggregating the data by student demographics will allow the college to identify and develop strategies to address any equity gaps.

Benchmark Type: National comparison

Threshold Level: Mission Fulfillment Threshold: 30%



Rate	2013-14 Cohort (grad by 2016-17) n=397	2014-15 Cohort (grad by 2017-18) n=334	2015-16 Cohort (grad by 2018-19) n=361	2016-17 Cohort (grad by 2019-20) n=367	2017-18 Cohort (grad by 2020-21) n=371	2018-19 Cohort (grad by 2021-22) n=355	2023-24 Strategic Target
Graduation Rate	28%	29%	34%	29%	33%	29%	39%
Transfer Rate	25%	25%	19%	22%	21%	22%	28%
Combined Rates	53%	54%	53%	51%	54%	51%	67%

Current Status: The college is currently meeting this indicator since the college's performance is above the mission fulfillment threshold level.

Lagging Indicator: Program Completions

Measurement: The number of awards that the college confers.

Rationale: Each year, the college strives to achieve a particular number of program completions, measured by awards conferred.

Benchmark Type: Local comparison

Threshold Level: This is not a Mission Fulfillment indicator, so no minimum threshold has been set

Category	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2023-24 Strategic Target
4-yr Degrees	--	--	13	13	16	17	25
2-yr Degrees	1103	1019	1071	942	931	793	1070
Certificates (all levels)	1545	1455	1441	1452	820	394	1528
High School Diploma	389	427	308	333	189	134	448
Total Awards	3037	2901	2833	2740	1956	1338	3071

Current Status: Since this indicator is not used for mission fulfillment purposes, there is no minimum threshold level against which to compare.

Lagging Indicator: Student Job Placement Percentage

Measurement: Students who left professional/technical programs or apprenticeships in a given year, whether they completed the program or not, are matched with other state data SOURCES. (This information is compiled by the SBCTC staff.)

Rationale: Each year, the college strives to maintain particular employment (job placement) rates and continuing education rates for professional/technical students who exited a program (whether they completed the program or not) and (a) were employed in a job covered by unemployment insurance (UI) three quarters after exiting the college or (b) were continuing their education. (The year displayed reflects the year the students exited the program.)

Benchmark Type: Local comparison

Threshold Level: This is not a Mission Fulfillment indicator, so no minimum threshold has been set

Group	2016-17 Cohort	2017-18 Cohort	2018-19 Cohort	2019-20 Cohort	2020-21 Cohort	2023-24 Strategic Target
Completers	77% n=1286	79% n=985	82% n=855	69% n=782	TBD	86%
Leavers	70% n=591	69% n=595	67% n=N/A	62% n=465	TBD	72%

Current Status: The 2020-21 data is not yet available from the state, and not enough time has elapsed for the 2021-22 data to be reported. Since this indicator is not used for mission fulfillment purposes, there is no minimum threshold level against which to compare.

College Goal 3: Community Engagement

(Core Theme 3: Community Engagement)

College Strategies	Lagging Indicator
Meet Employer and Community Needs through Programs and Services	Students Served through Industry and Community Education Partnerships

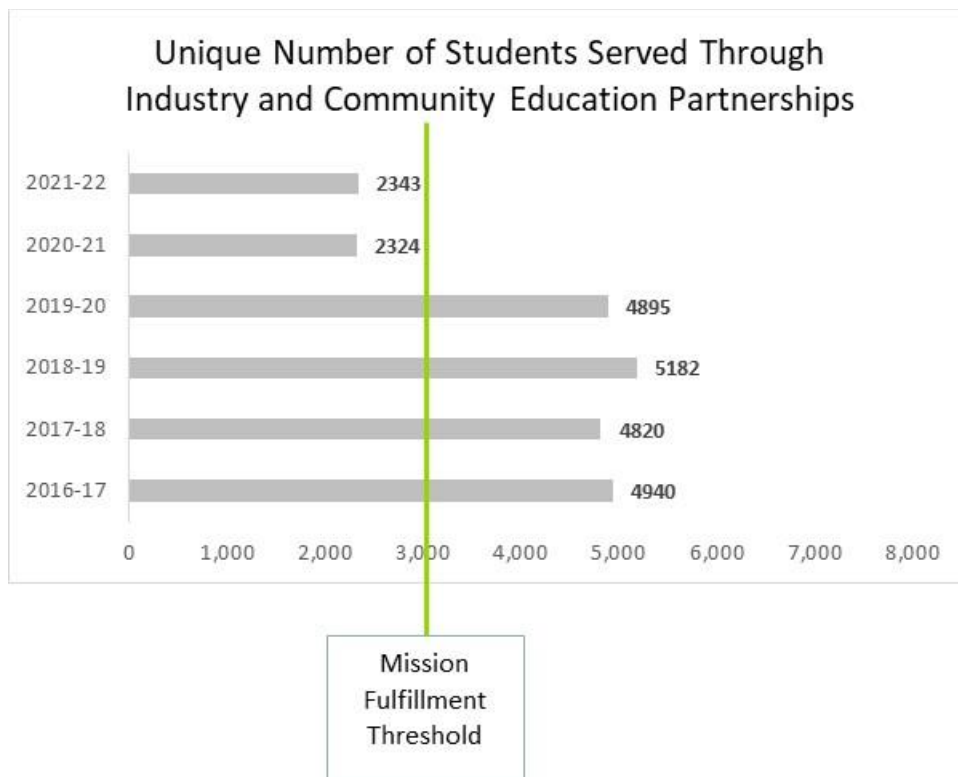
Lagging Indicator: Students Served through Industry and Community Education Partnerships

Measurement: The college will serve no fewer than 3,000 students (unduplicated headcount) per academic year in its community education (extended and continuing education), WATR Center, corrections education, and family life education classes. The college strives to serve 6,000 students.

Rationale: The college offers a mix of learning offerings for children, students, and community members. This is consistent with the [Revised Code of Washington](#) (RCW 28B.50.020) for community colleges, ensuring that the college offers “thoroughly comprehensive educational, training, and service programs to meet the needs of both the communities and students served by combining high standards of excellence in ... community services of an educational, cultural, and recreational nature.” The number of individuals taking these offerings epitomizes the value of personal enrichment and innovation that the college strives to instill in its community and students.

Benchmark Type: Local comparison

Threshold Level: Mission Fulfillment Threshold: 3,000 students



2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2023-24 Strategic Target
4940	4820	5182	4895	2324	2343	6000

Current Status: The college did not meet this indicator in 2021-22. Most of the students who are included in the measurement of that indicator are traditionally taught in person. Due to the global pandemic that started in late 2019, the last two years the college has not been able to offer as many in-person learning opportunities to these students as it has in the past. As a result of the pandemic and its influence on the college's ability to serve the student groups included in this particular measure, going forward the college will revise the numeric value for the minimal threshold level for this lagging indicator.

Appendix B: Disaggregations of Lagging Indicators

As per accreditation standards and expectations by the Northwest Commission on Colleges and Universities, Edmonds College disaggregates its lagging indicators by, “institutionally meaningful categories that are used to help promote student achievement and close barriers to academic excellence and success (equity gaps).” Within the college’s comprehensive planning model, the disaggregation of the lagging indicators can help identify planned, measured actions (in the operational plan) that the college may wish to address during a particular year.

Various disaggregated views of lagging indicators are shown below.

Lagging Indicator: Quality Academic Programs

This indicator is not a direct student measure. Therefore, the measure is not disaggregated.

Lagging Indicator: Enrollment Targets

State FTES

Disaggregated Student Group	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
African American	8% (n=374)	9% (n=390)	10% (n=421)	10% (n=410)	9% (n=370)	10% (n=315)
Asian	20% (n=905)	20% (n=850)	19% (n=799)	19% (n=806)	19% (n=727)	17% (n=538)
Indigenous	2% (n=70)	1% (n=64)	1% (n=57)	1% (n=60)	1% (n=43)	1% (n=33)
Latinx	9% (n=420)	10% (n=427)	10% (n=438)	10% (n=428)	10% (n=404)	11% (n=338)
Multi-Racial	8% (n=360)	9% (n=382)	10% (n=411)	10% (n=403)	11% (n=442)	14% (n=447)
White	47% (n=2104)	45% (n=1954)	44% (n=1896)	43% (n=1839)	42% (n=1658)	43% (n=1366)
Female	55% (n=2470)	57% (n=2467)	57% (n=2469)	57% (n=2436)	59% (n=2325)	56% (n=1795)
Male	45% (n=2044)	43% (n=1877)	43% (n=1831)	42% (n=1798)	40% (n=1565)	39% (n=1235)

NOTE: Percentages may not total to 100% because unknown and other groups not included in the disaggregations.

Contract FTES

Disaggregated Student Group	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
African American	6% (n=163)	7% (n=190)	6% (n=177)	5% (n=142)	7% (n=149)	7% (n=141)
Asian	48% (n=1343)	46% (n=1318)	44% (n=1285)	42% (n=1094)	33% (n=727)	30% (n=575)
Indigenous	2% (n=43)	2% (n=49)	1% (n=41)	1% (n=28)	1% (n=20)	1% (n=22)
Latinx	3% (n=88)	4% (n=112)	4% (n=128)	4% (n=112)	5% (n=116)	6% (n=117)
Multi-Racial	5% (n=147)	6% (n=175)	7% (n=200)	8% (n=198)	8% (n=185)	11% (n=210)
White	32% (n=896)	31% (n=906)	31% (n=889)	29% (n=753)	28% (n=619)	29% (n=557)
Female	45% (n=1251)	45% (n=1311)	44% (n=1272)	45% (n=1185)	46% (n=998)	42% (n=810)
Male	55% (n=1558)	54% (n=1570)	56% (n=1625)	53% (n=1377)	53% (n=1156)	51% (n=974)

NOTE: Percentages may not total to 100% because unknown and other groups not included in the disaggregations.

Headcounts

Disaggregated Student Group	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
African American	7% (n=1274)	8% (n=1365)	8% (n=1380)	8% (n=1301)	9% (n=1159)	9% (n=1102)
Asian	23% (n=4143)	23% (n=3934)	23% (n=3816)	21% (n=3527)	19% (n=2594)	18% (n=2292)
Indigenous	2% (n=316)	2% (n=289)	1% (n=232)	1% (n=235)	1% (n=164)	1% (n=145)
Latinx	9% (n=1558)	9% (n=1572)	10% (n=1628)	9% (n=1522)	11% (n=1407)	11% (n=1329)
Multi-Racial	7% (n=1171)	7% (n=1225)	7% (n=1262)	8% (n=1343)	10% (n=1287)	12% (n=1547)
White	41% (n=7303)	40% (n=6958)	40% (n=6798)	38% (n=6340)	38% (n=5116)	39% (n=4858)
Female	52% (n=9148)	53% (n=9052)	52% (n=8680)	52% (n=8508)	54% (n=7245)	51% (n=6381)
Male	47% (n=8320)	46% (n=7911)	47% (n=7935)	46% (n=7537)	43% (n=5704)	40% (n=5054)

NOTE: Percentages may not total to 100% because unknown and other groups not included in the disaggregations.

Lagging Indicator: Successful Class Completion

Disaggregated Student Group	2016-17 (83% overall)	2017-18 (83% overall)	2018-19 (82% overall)	2019-20 (82% overall)	2020-21 (80% overall)	2021-22 (80% overall)
African American	79% (n=5,339)	80% (n=6,020)	77% (n=5,983)	78% (n=5,852)	78% (n=5,420)	74% (n=4,904)
Asian	86% (n=25,690)	87% (n=24,399)	87% (n=22,183)	87% (n=19,862)	86% (n=14,438)	85% (n=11,118)
Indigenous	83% (n=1,020)	79% (n=1,007)	74% (n=812)	73% (n=833)	75% (n=636)	65% (n=641)
Latinx	76% (n=5,138)	74% (n=5,526)	74% (n=5,650)	75% (n=5,473)	73% (n=5,183)	72% (n=4,846)
Multi-Racial	80% (n=7,241)	80% (n=8,082)	78% (n=8,356)	78% (n=8,317)	78% (n=8,199)	76% (n=7,299)
White	84% (n=32,120)	83% (n=29,939)	83% (n=28,633)	83% (n=27,238)	84% (n=24,297)	83% (n=20,896)
Female	86% (n=40,954)	85% (n=41,274)	84% (n=40,054)	84% (n=38,314)	83% (n=34,492)	81% (n=28,356)
Male	81% (n=38,472)	81% (n=36,503)	80% (n=34,553)	80% (n=32,719)	81% (n=27,494)	79% (n=22,948)

Source: Internal college data. NOTE: Percentages may not total to 100% because unknown and other groups not included in the disaggregations.

Lagging Indicator: Quarterly Student Persistence

Fall-to-Winter

Disaggregated Student Group	2016-17 (61% overall)	2017-18 (66% overall)	2018-19 (71% overall)	2019-20 (75% overall)	2020-21 (79% overall)	2021-22 (75% overall)
African American	58% (n=126)	70% (n=122)	69% (n=128)	72% (n=148)	80% (n=103)	71% (n=113)
Asian	70% (n=469)	71% (n=420)	81% (n=408)	83% (n=460)	87% (n=252)	78% (n=265)
Indigenous	70% (n=20)	54% (n=13)	47% (n=15)	75% (n=16)	25% (n<10)	58% (n=12)
Latinx	49% (n=146)	62% (n=155)	64% (n=170)	71% (n=143)	67% (n=94)	55% (n=128)
Multi-Racial	62% (n=173)	72% (n=182)	73% (n=222)	79% (n=223)	78% (n=174)	75% (n=163)
White	60% (n=799)	66% (n=755)	69% (n=719)	72% (n=774)	81% (n=476)	77% (n=606)
Female	63% (n=942)	68% (n=986)	78% (n=873)	79% (n=961)	83% (n=679)	77% (n=662)
Male	58% (n=886)	64% (n=805)	65% (n=900)	71% (n=944)	77% (n=529)	73% (n=552)

Source: Internal college data. NOTE: Watch small count sizes, which will greatly influence percentages.

Fall-to-Fall

Disaggregated Student Group	2015-16 (40% overall)	2016-17 (45% overall)	2017-18 (46% overall)	2018-19 (47% overall)	2019-20 (49% overall)	2020-21 (55% overall)
African American	39% (n=145)	36% (n=126)	45% (n=122)	50% (n=128)	44% (n=148)	56% (n=103)
Asian	54% (n=461)	59% (n=469)	56% (n=420)	60% (n=408)	62% (n=460)	67% (n=252)
Indigenous	29% (n=17)	35% (n=20)	38% (n=13)	13% (n=15)	31% (n=16)	0% (n<10)
Latinx	25% (n=191)	34% (n=146)	37% (n=155)	30% (n=170)	33% (n=143)	39% (n=94)
Multi-Racial	35% (n=166)	43% (n=173)	46% (n=182)	51% (n=222)	52% (n=223)	55% (n=174)
White	41% (n=860)	42% (n=799)	47% (n=755)	44% (n=719)	46% (n=774)	54% (n=476)
Female	41% (n=1055)	46% (n=942)	47% (n=986)	53% (n=873)	51% (n=961)	55% (n=679)
Male	41% (n=907)	44% (n=886)	46% (n=805)	43% (n=900)	47% (n=944)	56% (n=529)

Source: Internal college data. NOTE: Watch small count sizes, which will greatly influence percentages.

Lagging Indicator: Fall-to-Fall Student Persistence by Enrollment Level

Full-Time

Disaggregated Student Group	2015-16 (68% overall)	2016-17 (68% overall)	2017-18 (65% overall)	2018-19 (67% overall)	2019-20 (66% overall)	2020-21 (63% overall)
African American	64% (n=28)	35% (n=26)	65% (n=17)	69% (n=16)	52% (n=25)	58% (n=31)
Asian	80% (n=110)	79% (n=68)	72% (n=46)	81% (n=53)	69% (n=75)	75% (n=69)
Indigenous	100% (n<10)	0% (n<10)	50% (n<10)	67% (n<10)	0% (n<10)	0% (n<10)
Latinx	50% (n=20)	58% (n=12)	53% (n=19)	77% (n=13)	45% (n=22)	65% (n=17)
Multi-Racial	62% (n=29)	72% (n=46)	59% (n=37)	58% (n=60)	64% (n=67)	68% (n=53)
White	66% (n=181)	67% (n=196)	66% (n=139)	63% (n=131)	71% (n=160)	60% (n=148)
Female	75% (n=174)	72% (n=181)	64% (n=144)	67% (n=159)	70% (n=157)	63% (n=172)
Male	63% (n=212)	65% (n=184)	67% (n=125)	66% (n=144)	63% (n=213)	62% (n=167)

Source: Internal college data. NOTE: Watch small count sizes, which will greatly influence percentages.

Part-Time

Disaggregated Student Group	2015-16 (47% overall)	2016-17 (52% overall)	2017-18 (45% overall)	2018-19 (53% overall)	2019-20 (50% overall)	2020-21 (61% overall)
African American	53% (n=17)	57% (n=28)	56% (n=18)	58% (n=12)	25% (n=28)	71% (n=17)
Asian	55% (n=31)	61% (n=46)	41% (n=27)	62% (n=29)	59% (n=64)	65% (n=43)
Indigenous	100% (n<10)	25% (n<10)	50% (n<10)	-- (n=0)	50% (n<10)	-- (n=0)
Latinx	50% (n=22)	73% (n=15)	54% (n=13)	33% (n=12)	50% (n=14)	50% (n=12)
Multi-Racial	43% (n=28)	37% (n=41)	39% (n=31)	56% (n=34)	38% (n=42)	55% (n=33)
White	44% (n=135)	51% (n=144)	47% (n=94)	50% (n=88)	56% (n=109)	60% (n=75)
Female	50% (n=126)	51% (n=152)	49% (n=102)	57% (n=91)	49% (n=146)	66% (n=109)
Male	45% (n=119)	53% (n=133)	41% (n=94)	49% (n=94)	52% (n=130)	55% (n=94)

Source: Internal college data. NOTE: Watch small count sizes, which will greatly influence percentages.

Lagging Indicator: Academic Progress*

Points per SAI Category

SAI Category	2016-17	2017-18	2018-19	2019-20	2020-21
Basic Skills	2137	2122	1812	1022	287
Precollege English	234	221	222	192	173
Precollege Math	422	404	369	382	349
College English / Communications	1126	1065	1058	1048	935
1st 15 Credits	2319	2295	2195	1987	1883
1st 30 Credits	1395	1357	1416	1340	1214
45 Transfer or Workforce Credits	1078	990	995	1031	926
Quantitative / Computation	1060	1015	969	982	857
Retention	2620	2640	2523	2495	2184
Completion	1118	1070	1020	1100	1065

Percentage of Points per SAI Category

SAI Category	2016-17	2017-18	2018-19	2019-20	2020-21
Basic Skills	16%	16%	14%	9%	3%
Precollege English	2%	2%	2%	2%	2%
Precollege Math	3%	3%	3%	3%	4%
College English / Communications	8%	8%	8%	9%	9%
1st 15 Credits	17%	17%	17%	17%	19%
1st 30 Credits	10%	10%	11%	12%	12%
45 Transfer or Workforce Credits	8%	8%	8%	9%	9%
Quantitative / Computation	8%	8%	8%	8%	9%
Retention	19%	20%	20%	22%	22%
Completion	8%	8%	8%	9%	11%

Lagging Indicator: Combined Student Graduation and Transfer-out Rates*

IPEDS Combined Student Graduation and Transfer-out Rates

Disaggregated Student Group	2014-15 Cohort (grad by 2017-18)	2015-16 Cohort (grad by 2018-19)	2016-17 Cohort (grad by 2019-20)	2017-18 Cohort (grad by 2020-21)	2018-19 Cohort (grad by 2021-22)
African American	52% (n=23)	45% (n=29)	41% (n=22)	52% (n=25)	54% (n=28)
Asian	63% (n=60)	68% (n=73)	70% (n=56)	54% (n=48)	62% (n=52)
Indigenous	20% (n<10)	100% (n<10)	67% (n<10)	20% (n<10)	100% (n<10)
Latinx	44% (n<10)	35% (n=20)	32% (n=19)	50% (n=24)	38% (n=24)
Multi-Racial	53% (n=34)	52% (n=42)	54% (n=54)	42% (n=64)	43% (n=72)
White	52% (n=162)	60% (n=167)	55% (n=187)	56% (n=177)	59% (n=151)
Female	53% (n=160)	62% (n=156)	57% (n=175)	51% (n=217)	58% (n=174)
Male	50% (n=174)	54% (n=205)	52% (n=192)	51% (n=154)	50% (n=181)

Source: Internal college data. NOTE: Watch small count sizes, which will greatly influence percentages.

IPEDS Graduation Rates

Disaggregated Student Group	2014-15 Cohort (grad by 2017-18)	2015-16 Cohort (grad by 2018-19)	2016-17 Cohort (grad by 2019-20)	2017-18 Cohort (grad by 2020-21)	2018-19 Cohort (grad by 2021-22)
African American	17% (n=23)	10% (n=29)	14% (n=22)	28% (n=25)	29% (n=28)
Asian	32% (n=60)	52% (n=73)	34% (n=56)	31% (n=48)	44% (n=52)
Indigenous	0% (n<10)	100% (n<10)	0% (n<10)	20% (n<10)	0% (n<10)
Latinx	33% (n<10)	20% (n=20)	5% (n=19)	33% (n=24)	29% (n=24)
Multi-Racial	29% (n=34)	31% (n=42)	28% (n=54)	27% (n=64)	18% (n=72)
White	33% (n=162)	34% (n=167)	35% (n=187)	38% (n=177)	34% (n=151)
Female	33% (n=160)	41% (n=156)	32% (n=175)	33% (n=217)	39% (n=174)
Male	26% (n=174)	30% (n=205)	28% (n=192)	34% (n=154)	24% (n=181)

Source: Internal college data. NOTE: Watch small count sizes, which will greatly influence percentages.

IPEDS Transfer-out Rates

Disaggregated Student Group	2014-15 Cohort (grad by 2017-18)	2015-16 Cohort (grad by 2018-19)	2016-17 Cohort (grad by 2019-20)	2017-18 Cohort (grad by 2020-21)	2018-19 Cohort (grad by 2021-22)
African American	35% (n=23)	34% (n=29)	27% (n=22)	24% (n=25)	25% (n=28)
Asian	32% (n=60)	16% (n=73)	36% (n=56)	23% (n=48)	17% (n=52)
Indigenous	20% (n<10)	0% (n<10)	67% (n<10)	0% (n<10)	100% (n<10)
Latinx	11% (n<10)	15% (n=20)	26% (n=19)	17% (n=24)	8% (n=24)
Multi-Racial	24% (n=34)	21% (n=42)	26% (n=54)	16% (n=64)	25% (n=72)
White	20% (n=162)	26% (n=167)	20% (n=187)	18% (n=177)	25% (n=151)
Female	19% (n=160)	21% (n=156)	25% (n=175)	18% (n=217)	20% (n=174)
Male	24% (n=174)	24% (n=205)	23% (n=192)	17% (n=154)	26% (n=181)

Source: Internal college data. NOTE: Watch small count sizes, which will greatly influence percentages.

Lagging Indicator: Program Completions

4-yr Degrees

Disaggregated Student Group	2016-17	2017-18	2018-19 (13 overall)	2019-20 (13 overall)	2020-21 (16 overall)	2021-22 (17 overall)
African American	--	--	8% (n<10)	23% (n<10)	--% (n=0)	24% (n<10)
Asian	--	--	8% (n<10)	8% (n<10)	6% (n<10)	18% (n<10)
Indigenous	--	--	8% (n<10)	--% (n=0)	--% (n=0)	--% (n=0)
Latinx	--	--	--% (n=0)	8% (n<10)	6% (n<10)	12% (n<10)
Multi-Racial	--	--	--% (n=0)	--% (n=0)	19% (n<10)	6% (n<10)
White	--	--	77% (n=10)	62% (n<10)	69% (n=11)	41% (n<10)
Female	--	--	77% (n=10)	69% (n<10)	94% (n=15)	71% (n=12)
Male	--	--	23% (n<10)	31% (n<10)	6% (n<10)	29% (n<10)

Source: <https://www.sbctc.edu/colleges-staff/research/data-public/credentials-awarded-dashboard>. The state board suppressed any values less than 5. So, the college has imputed values to augment state board data values. NOTE: Percentages may not total to 100% because unknown and other groups not included in the disaggregations. NOTE: Watch small count sizes, which will greatly influence percentages.

2-yr Degrees

Disaggregated Student Group	2016-17 (1103 overall)	2017-18 (1019 overall)	2018-19 (1071 overall)	2019-20 (942 overall)	2020-21 (931 overall)	2021-22 (793 overall)
African American	4% (n=39)	5% (n=56)	4% (n=44)	5% (n=48)	7% (n=68)	6% (n=46)
Asian	15% (n=169)	26% (n=266)	37% (n=394)	34% (n=324)	34% (n=319)	30% (n=234)
Indigenous	1% (n<10)	1% (n=13)	1% (n=14)	1% (n=12)	1% (n<10)	0.4% (n<10)
Latinx	6% (n=64)	5% (n=50)	3% (n=36)	4% (n=35)	5% (n=45)	4% (n=31)
Multi-Racial	4% (n=47)	5% (n=48)	8% (n=83)	7% (n=64)	10% (n=92)	12% (n=99)
White	41% (n=449)	42% (n=428)	41% (n=434)	42% (n=392)	38% (n=353)	40% (n=320)
Female	52% (n=572)	54% (n=552)	54% (n=581)	56% (n=530)	57% (n=534)	52% (n=414)
Male	47% (n=523)	45% (n=457)	45% (n=478)	44% (n=411)	43% (n=402)	48% (n=378)

Source: <https://www.sbctc.edu/colleges-staff/research/data-public/credentials-awarded-dashboard>. The state board suppressed any values less than 5. So, the college has imputed values to augment state board data values. NOTE: Percentages may not total to 100% because unknown and other groups not included in the disaggregations. NOTE: Watch small count sizes, which will greatly influence percentages.

Certificates (all levels)

Disaggregated Student Group	2016-17 (1545 overall)	2017-18 (1455 overall)	2018-19 (1441 overall)	2019-20 (1452 overall)	2020-21 (820 overall)	2021-22 (394 overall)
African American	7% (n=107)	10% (n=140)	8% (n=120)	9% (n=129)	9% (n=79)	10% (n=38)
Asian	13% (n=208)	19% (n=271)	23% (n=332)	19% (n=283)	15% (n=122)	12% (n=46)
Indigenous	1% (n=23)	4% (n=56)	1% (n=20)	2% (n=24)	1% (n<10)	1% (n<10)
Latinx	7% (n=106)	7% (n=100)	4% (n=62)	5% (n=72)	7% (n=55)	8% (n=33)
Multi-Racial	3% (n=39)	4% (n=64)	7% (n=98)	6% (n=81)	9% (n=77)	10% (n=40)
White	55% (n=845)	50% (n=723)	48% (n=689)	48% (n=701)	44% (n=367)	50% (n=197)
Female	31% (n=482)	36% (n=527)	40% (n=573)	44% (n=636)	49% (n=414)	57% (n=226)
Male	68% (n=1055)	63% (n=916)	60% (n=861)	55% (n=802)	50% (n=420)	41% (n=161)

Source: <https://www.sbctc.edu/colleges-staff/research/data-public/credentials-awarded-dashboard>. The state board suppressed any values less than 5. So, the college has imputed values to augment state board data values. NOTE: Percentages may not total to 100% because unknown and other groups not included in the disaggregations. NOTE: Watch small count sizes, which will greatly influence percentages.

High School Diploma

Disaggregated Student Group	2016-17 (389 overall)	2017-18 (427 overall)	2018-19 (308 overall)	2019-20 (333 overall)	2020-21 (189 overall)	2021-22 (134 overall)
African American	5% (n=21)	4% (n=17)	8% (n=24)	3% (n=11)	5% (n=10)	9% (n=12)
Asian	4% (n=14)	27% (n=117)	49% (n=150)	51% (n=169)	33% (n=65)	28% (n=38)
Indigenous	1% (n<10)	2% (n<10)	--% (n=0)	3% (n=11)	3% (n<10)	1% (n<10)
Latinx	14% (n=54)	12% (n=51)	7% (n=22)	9% (n=30)	9% (n=18)	6% (n<10)
Multi-Racial	3% (n=13)	3% (n=13)	8% (n=24)	8% (n=26)	6% (n=12)	12% (n=16)
White	27% (n=105)	24% (n=102)	24% (n=73)	20% (n=67)	22% (n=43)	21% (n=28)
Female	50% (n=195)	46% (n=197)	49% (n=151)	50% (n=168)	47% (n=92)	47% (n=63)
Male	50% (n=194)	54% (n=229)	49% (n=150)	48% (n=161)	51% (n=100)	49% (n=66)

Source: <https://www.sbctc.edu/colleges-staff/research/data-public/credentials-awarded-dashboard>. The state board suppressed any values less than 5. So, the college has imputed values to augment state board data values. NOTE: Percentages may not total to 100% because unknown and other groups not included in the disaggregations. NOTE: Watch small count sizes, which will greatly influence percentages.

Total Awards

Disaggregated Student Group	2016-17 (3037 overall)	2017-18 (2901 overall)	2018-19 (2833 overall)	2019-20 (2740 overall)	2020-21 (1956 overall)	2021-22 (1338 overall)
African American	5% (n=167)	7% (n=213)	7% (n=188)	7% (n=188)	8% (n=157)	7% (n=96)
Asian	13% (n=391)	23% (n=654)	31% (n=876)	28% (n=776)	25% (n=506)	24% (n=318)
Indigenous	1% (n=31)	3% (n=77)	1% (n=34)	2% (n=47)	1% (n=17)	0.4% (n<10)
Latinx	7% (n=224)	7% (n=201)	4% (n=120)	5% (n=137)	6% (n=118)	5% (n=72)
Multi-Racial	3% (n=99)	4% (n=125)	7% (n=205)	6% (n=171)	9% (n=181)	12% (n=155)
White	46% (n=1399)	43% (n=1253)	43% (n=1205)	43% (n=1169)	39% (n=773)	41% (n=552)
Female	41% (n=1249)	44% (n=1276)	46% (n=1315)	49% (n=1343)	53% (n=1055)	53% (n=715)
Male	58% (n=1772)	55% (n=1602)	53% (n=1489)	50% (n=1374)	46% (n=922)	46% (n=610)

Source: <https://www.sbctc.edu/colleges-staff/research/data-public/credentials-awarded-dashboard>. The state board suppressed any values less than 5. So, the college has imputed values to augment state board data values. NOTE: Percentages may not total to 100% because unknown and other groups not included in the disaggregations. NOTE: Watch small count sizes, which will greatly influence percentages.

STEM-related fields of study Completions:

Disaggregated Student Group	2016-17 (1000 overall)	2017-18 (918 overall)	2018-19 (1130 overall)	2019-20 (965 overall)	2020-21 (590 overall)	2021-22 (328 overall)
African American	7% (n=69)	6% (n=56)	7% (n=83)	11% (n=102)	11% (n=67)	7% (n=24)
Asian	24% (n=236)	33% (n=304)	32% (n=364)	32% (n=313)	29% (n=174)	31% (n=102)
Indigenous	1% (n<10)	2% (n=15)	0.4% (n<10)	--% (n=0)	--% (n=0)	--% (n=0)
Latinx	7% (n=66)	7% (n=66)	5% (n=60)	6% (n=56)	6% (n=36)	5% (n=17)
Multi-Racial	3% (n=33)	4% (n=38)	6% (n=68)	6% (n=54)	8% (n=48)	9% (n=31)
White	59% (n=591)	48% (n=439)	49% (n=550)	46% (n=440)	45% (n=265)	47% (n=154)
Female						
Female	28% (n=349)	33% (n=335)	40% (n=491)	40% (n=428)	47% (n=321)	55% (n=202)
Male						
Male	72% (n=891)	67% (n=683)	60% (n=752)	60% (n=640)	53% (n=365)	45% (n=165)

Source: <https://www.sbctc.edu/colleges-staff/research/data-public/credentials-awarded-dashboard>. STEM-related fields of study include the following: STEM, Info Tech, Manufacturing, Other Healthcare, and Nursing. Percentages have been calculated using totals for the groups listed.

Associate Completions by Program Focus:

Program Focus	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Agri, Food & Natl Res	12	12	14	0	10	10
Architect & Construct	22	15	19	16	14	12
Business	271	231	274	233	239	184
Ed & Training	12	9	11	0	6	16
Gen Ed Req	420	420	429	413	377	337
Hospitality & Tourism	33	36	29	28	17	12
Human Services	18	33	25	25	32	10
Info Tech	74	46	58	57	50	66
Law, Safety & Security	42	36	31	21	22	17
Manufacturing	11	10	7	5	7	8
Other Healthcare	50	40	44	31	65	43
STEM	138	131	130	106	89	78

Source: <https://www.sbctc.edu/colleges-staff/research/data-public/credentials-awarded-dashboard>.

Associate Completions by Program Focus:

Program Focus	Count Difference			Percentage Difference		
	1-yr Comparison (2021-22 compared to 2020-21)	2-yr Comparison (2021-22 compared to 2019-20)	1-yr Comparison (2020-21 compared to 2019-20) Pre and Post COVID	1-yr Comparison (2021-22 compared to 2020-21)	2-yr Comparison (2021-22 compared to 2019-20)	1-yr Comparison (2020-21 compared to 2019-20) Pre and Post COVID
Agri, Food & Natl Res	0	10	10	0%	--	--
Architect & Construct	-2	-4	-2	-14%	-25%	-13%
Business	-55	-49	6	-23%	-21%	3%
Ed & Training	10	16	6	167%	--	--
Gen Ed Req	-40	-76	-36	-11%	-18%	-9%
Hospitality & Tourism	-5	-16	-11	-29%	-57%	-39%
Human Services	-22	-15	7	-69%	-60%	28%
Info Tech	16	9	-7	32%	16%	-12%
Law, Safety & Security	-5	-4	1	-23%	-19%	5%
Manufacturing	1	3	2	14%	60%	40%
Other Healthcare	-22	12	34	-34%	39%	110%
STEM	-11	-28	-17	-12%	-26%	-16%

Source: <https://www.sbctc.edu/colleges-staff/research/data-public/credentials-awarded-dashboard>.

Certificate Completions by Program Focus:

Program Focus	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Agri, Food & Natl Res	17	6	7	0	9	0
Architect & Construct	128	208	67	102	26	24
Arts, A/V & Comm	0	7	5	10	0	0
Business	313	300	273	324	214	117
Ed & Training	0	26	5	33	43	6
Hospitality & Tourism	32	24	19	33	5	10
Human Services	17	20	10	31	14	5
Info Tech	450	302	430	423	246	49
Law, Safety & Security	60	62	39	41	47	54
Manufacturing	378	369	369	225	34	0
Nursing	14	21	19	20	19	18
Other Healthcare	108	88	181	180	171	101
STEM	25	22	17	26	6	0

Source: <https://www.sbctc.edu/colleges-staff/research/data-public/credentials-awarded-dashboard>.

Certificate Completions by Program Focus:

Program Focus	Count Difference			Percentage Difference		
	1-yr Comparison (2021-22 compared to 2020-21)	2-yr Comparison (2021-22 compared to 2019-20)	1-yr Comparison (2020-21 compared to 2019-20) Pre and Post COVID	1-yr Comparison (2021-22 compared to 2020-21)	2-yr Comparison (2021-22 compared to 2019-20)	1-yr Comparison (2020-21 compared to 2019-20) Pre and Post COVID
Agri, Food & Natl Res	-9	0	9	-100%	--	--
Architect & Construct	-2	-78	-76	-8%	-76%	-75%
Arts, A/V & Comm	0	-10	-10	--	-100%	-100%
Business	-97	-207	-110	-45%	-64%	-34%
Ed & Training	-37	-27	10	-86%	-82%	30%
Hospitality & Tourism	5	-23	-28	100%	-70%	-85%
Human Services	-9	-26	-17	-64%	-84%	-55%
Info Tech	-197	-374	-177	-80%	-88%	-42%
Law, Safety & Security	7	13	6	15%	32%	15%
Manufacturing	-34	-225	-191	-100%	-100%	-85%
Nursing	-1	-2	-1	-5%	-10%	-5%
Other Healthcare	-70	-79	-9	-41%	-44%	-5%
STEM	-6	-26	-20	-100%	-100%	-77%

Source: <https://www.sbctc.edu/colleges-staff/research/data-public/credentials-awarded-dashboard>.

Lagging Indicator: Student Job Placement Percentage

Completers

Disaggregated Student Group	2016-17 Cohort	2017-18 Cohort	2018-19 Cohort	2019-20 Cohort
African American	87%	87%	85%	86%
Asian	81%	86%	87%	68%
Indigenous	--	88%	93%	93%
Latinx	66%	76%	88%	69%
Multi-Racial	76%	83%	78%	63%
White	77%	77%	81%	67%
Female	77%	78%	81%	69%
Male	77%	82%	84%	70%
Age Under 20	71%	83%	84%	64%
Age 20-24	85%	85%	84%	74%
Age 25-29	79%	89%	86%	74%
Age 30-39	78%	81%	82%	71%
Age 40-49	79%	83%	81%	71%
Age 50-59	70%	65%	79%	62%
Age 60+	52%	51%	68%	52%

Source: <https://www.sbctc.edu/colleges-staff/research/data-public/after-college-outcomes-dashboard>. NOTE: The state board does provide counts for fields with fewer than 10 records. Also, placement rates in which either the numerator or denominator is less than 10 are also not reported and are masked by the state board. As a result, no record counts can be or have been provided for the data.

Leavers

Disaggregated Student Group	2016-17 Cohort	2017-18 Cohort	2018-19 Cohort	2019-20 Cohort
African American	63%	77%	82%	74%
Asian	70%	77%	69%	65%
Indigenous	87%	--	--	--
Latinx	72%	77%	62%	74%
Multi-Racial	68%	64%	66%	62%
White	68%	67%	63%	58%
Female	69%	70%	66%	61%
Male	71%	68%	69%	63%
Age Under 20	63%	77%	--	60%
Age 20-24	79%	75%	72%	67%
Age 25-29	71%	74%	72%	71%
Age 30-39	70%	71%	68%	63%
Age 40-49	73%	63%	69%	57%
Age 50-59	66%	61%	63%	66%
Age 60+	--	42%	48%	--

Source: <https://www.sbctc.edu/colleges-staff/research/data-public/after-college-outcomes-dashboard>. The state board does provide counts for fields with fewer than 10 records. Placement rates in which either the numerator or denominator is less than 10 are also not reported/masked. As a result, no record counts have been provided for the data.

Lagging Indicator: Students Served through Industry and Community Education Partnerships

Type of Community Education Partnership	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
BTC and WATR	1193	699	1185	1064	345	352
Corrections Education	993	1163	869	724	730	561
Family Life Education (FLED)	812	876	969	831	534	738
Community Education and Other Contracted Courses	2076	2272	2286	2372	724	705
Unique Individuals	4940	4820	5182	4895	2324	2343

NOTE: The college disaggregates this lagging indicator by the type of programs offered, not by student demographics.