

Santa Barbara Community College District

2019 - 2022 Vision for Student Success Goal Alignment Plan



Santa Barbara Community College District

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BACKGROUND

California community colleges are required by the State to align their goals with the Vision for Student Success and by extension the Student Centered Funding Formula. These goals must be measurable, have a clear timeline, and be consolidated in a report to be submitted to the State Chancellor's Office. This report specifies the goals that the College Planning Counsel recommends the Superintendent/President and the Board of Trustees adopt. Adoption of these goals will help to guide SBCC's integrated planning.

Shortly after his appointment, Chancellor Eloy Ortiz Oakley developed a strategic plan for the statewide systems designed to move forward what he has referred to as the "completion agenda." Seeking to improve not only access and student success and retention, [The Vision for Student Success](#) (2017) focuses on increasing transfer, degrees and certificates, and improved employment outcomes. Most importantly, the goals work overtly to close equity gaps. This plan and goals set in motion a series of initiatives and alignment efforts in the Chancellor's Office, and in fall of 2018, the Chancellor reached out to colleges to create alignment between the statewide goals and local goals.

Under direction of Dr. Beebe, Dr. Reisz brought the alignment task to the Institutional Effectiveness Committee to review the Vision for Student Success System-wide Goals and to begin a process for setting local goal achievement. The District has approached this task by reviewing SBCC's core plans, discussing the alignment of the plan with the overseeing committee, and setting goals that honor our integrated planning and strive to reach the Vision for Student Success goals.

System-wide Vision for Student Success Goals (VfSS)

1. Increase by at least 20% the number of CCC students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.
2. Increase by 35% the number of CCC students transferring annually to a UC or CSU.
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.
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%.
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.
6. Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults, with the ultimate goal of fully closing regional achievement gaps within 10 years.

To respect the unique missions of California Community Colleges the Chancellor's Office further refined the above goals and asked colleges to choose at least one subgoal per goal to emphasize in their integrated planning work. The College Planning Counsel recommends pursuing the following subgoals that are bolded.

Locally Aligned Subgoals (items in bold are the selected local goals)

1A: Increase All Students Who Earned an Associate Degree (including ADTs)

1B: Increase All Students Who Earned a Chancellor's Office Approved Certificate

1C: Increase All Students Who Attained the Vision Goal Completion Definition

2A: Increase All Students Who Earned an Associate Degree for Transfer

2B: Increase All Students Who Transferred to a CSU or UC Institution

3A: Decrease Average Number of Units Accumulated by All Associate Degree Earners

4A: Increase Median Annual Earnings of All Students

4B: Increase All Students Who Attained the Living Wage

4C: Increase All Students with a Job Closely Related to Their Field of Study

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

ANALYSIS

The College Planning Counsel recommends the following local goals for SBCC to be able to achieve the outcomes needed to support the Vision for Student Success:

1C: 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 from:

Group	2016-17 Baseline	2021-22 Target	Percent Increase
Overall	1,953	2,344	20%
Ethnicity: Black or African American	46	91	98%
First Generation	467	751	61%
LGBT	28	56	100%

Note. The achievement of the above equity goals will almost meet the overall goal, highlighting the benefit and necessity of integrating equity goals into College planning. Upon attainment of the target, the District will continue to set aspirational goals to further outcomes for all students.

2A: Santa Barbara City College will increase among all students, the number who earned an associate degree for transfer in the selected or subsequent year from:

Group	2016-17 Baseline	2021-22 Target	Percent Increase
Overall	430	581	35%
First Generation	109	186	71%

2B: Santa Barbara City College will increase among all students, the number who transferred to a four-year institution from:

Group	2015-16 Baseline	2021-22 Target	Percent Increase
Overall	1,154	1,558	35%

Ethnicity: Black or African American	16	55	241%
First Generation	208	463	123%

3A: 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 from:

Group	2016-17 Baseline	2021-22 Target	Percent Decrease
Overall	92	79	14%
Disabled	97	79	19%

4A: 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 from:

Group	2015-16 Baseline	2021-22 Target	Percent Increase
Overall	\$30,720	\$33,485	9%
Ethnicity: Black or African American	\$22,468	\$33,485	49%
Foster Youth	\$17,446	\$33,485	92%
First Generation	\$29,814	\$33,485	12%
LGBT	\$25,872	\$33,485	29%
Veteran	\$28,926	\$33,485	16%
Disabled	\$22,520	\$33,485	49%

METHOD USED FOR SETTING GOALS

In setting our college wide goals, the VfSS system-wide goals guided the proposed increases or decreases in the outcomes. For example, the VfSS Goal 1 asks colleges to increase by at least 20% the number of CCC students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job. Therefore, goal 1C specifies a 20% increase to our 2016-17 baseline of 1,953 by 2021-22.

In setting our equity goals, a similar method was used, but an additional step is required. First it was determined how many additional students of the equity group were needed to remove the equity gap. For example, in goal 1C Black or African American students were completing at a rate of 3% compared to the overall completion rate of 6%¹. In 2016-17 if an additional 30 Black or African American students attained this outcome, the group's completion rate would be the same as the overall completion rate. After computing the percentage change needed to remove the equity gap the desired 20% increase in overall completion rates was applied.

¹ Due to time and technical limitations the Chancellor's Office computed completion rates based on the total number of credit students enrolled in a given academic year rather than the traditional method of following a cohort of students for three or six years. This change in methodology has a drastic effect on the completion rate metric.