



ACCREDITING COMMISSION FOR
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2022 Annual Report
Final Submission
04/27/2022

Santa Barbara City College
721 Cliff Drive
Santa Barbara, CA 93109

General Information

#	Question	Answer
1.	Confirm your College Information	Confirmed
2.	Name of individual preparing report:	Melanie Rogers
3.	Phone number of person preparing report:	(805) 965-0581 x2807
4.	E-mail of person preparing report:	rogers@sbcc.edu
5.	Type of Institution (select one)	California Community College

Headcount Enrollment Data

#	Question	Answer
6.	Total unduplicated headcount enrollment for last three years:	2018-19: 31,096 2019-20: 30,501 2020-21: 25,598
6a.	Percent Change 2018-19 to 2019-20: (calculated) Percent Change 2019-20 to 2020-21: (calculated)	-2% -16%

6. Additional Instructions and Data Definitions:

For the purposes of this report, unduplicated headcount is defined as the total number of students (credit and non-credit) enrolled at the end of the general enrollment period (also referred to as first census date). The academic year should include leading summer, fall, winter, and spring terms. If your institution calculates the academic year differently for the purposes of monitoring annual enrollment, you may respond using your local calculation and describe your method in Question 20.

7.	Total unduplicated headcount enrollment in degree applicable credit courses for last three years:	2018-19: 22,139 2019-20: 21,478 2020-21: 20,677
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7a.	<p>Please list any individual degree applicable credit program which has experienced a 50% increase or decrease in the last year.</p> <p>The ESL program experienced a 57% decrease, which is due to consequences associated with the Covid-19 pandemic: physical, emotional, and mental health issues; loss of work/income; housing insecurity and high cost of living in Santa Barbara; loss of childcare and children learning from home; and increasingly hostile conditions for immigrants in general. These factors are compounded by the switch to online learning because this student population has lower access to adequate internet and technology. The EMS program experienced a 53% decrease, which is due to the EMT 111 (Emergency Medical Technician-Basic: Recertification) course being offered through the extended learning program (noncredit) as of last year.</p>
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7. Additional Instructions and Data Definitions:

Per federal regulations, ACCJC is responsible for monitoring for significant program growth (or decline) that may potentially impact an institution's ability to meet Accreditation Standards. ACCJC does not determine what constitutes a program for colleges. For the purposes of this report, you may define degree-applicable credit programs as appropriate for the context of your institution's unique mission.

Distance Education and Correspondence Education

#	Question	Answer									
8.	Do you offer Distance Education?	Yes									
8a.	Total unduplicated headcount enrollment in distance education in last three years:	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;"></td> <td style="width: 20%; text-align: right;">2018-19</td> <td style="width: 20%; text-align: right;">12,675</td> </tr> <tr> <td></td> <td style="text-align: right;">2019-20</td> <td style="text-align: right;">13,053</td> </tr> <tr> <td></td> <td style="text-align: right;">2020-21</td> <td style="text-align: right;">16,843</td> </tr> </table>		2018-19	12,675		2019-20	13,053		2020-21	16,843
	2018-19	12,675									
	2019-20	13,053									
	2020-21	16,843									
8b.	Percent Change 2018-19 to 2019-20: (calculated) Percent Change 2019-20 to 2020-21: (calculated)	3% 29%									

8. Additional Instructions and Data Definitions:

Distance education is defined as education that uses technology to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. For the purposes of this report, include only those courses that are 100% online in your calculation of unduplicated headcount enrollment for distance education. Do not include hybrid courses or courses in which all the class hours are face to face, but some material is posted online.

8a. IMPORTANT NOTE REGARDING DATA FROM SPRING 2020: When calculating total DE enrollment for 2019-20, please include 100% online courses from summer 2019, fall 2019, and winter 2020. For Spring 2020, please include only courses that were originally scheduled as 100% online. Omit any courses that shifted to a distance modality due solely to the COVID-19 pandemic.

9.	Do you offer Correspondence Education?	Yes									
9a.	Total unduplicated headcount enrollment in all types of Correspondence Education for last three years:	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;"></td> <td style="width: 20%; text-align: right;">2018-19</td> <td style="width: 20%; text-align: right;">0</td> </tr> <tr> <td></td> <td style="text-align: right;">2019-20</td> <td style="text-align: right;">0</td> </tr> <tr> <td></td> <td style="text-align: right;">2020-21</td> <td style="text-align: right;">66</td> </tr> </table>		2018-19	0		2019-20	0		2020-21	66
	2018-19	0									
	2019-20	0									
	2020-21	66									
9b.	Percent Change 2018-19 to 2019-20: (calculated) Percent Change 2019-20 to 2020-21: (calculated)	N/A 100%									
9c.	<p>If your institution experienced more than a one-year increase (or decrease) of 50%, please explain:</p> <p>The college began offering correspondence education courses at the county jail in March 2021.</p>										

9. Additional Instructions and Data Definitions:

Correspondence education is defined as education in which (1) the institution provides instructional materials (and examinations on these materials), by mail or electronic transmission (including transmission via learning management system) to students who are separated from the instructor; and where (2) interaction between the instructor(s) and the student is limited, is not regular and substantive, and is primarily initiated by the student. Online courses or online portions of courses which primarily involve "paperwork" (e.g., reading textbook and other materials posted by the instructor, taking examinations, and submitting assignments) will fall within the definition of correspondence education rather than distance education. If the online portion of a class meets the definition of correspondence education, then even if the class also meets on site, it will be considered a correspondence education course for Title IV qualification purposes. Correspondence education is not considered distance education within the U.S. Department of Education definition (see question 8, above).

Federal Data

#	Question	Answer
10.	List the current Graduation Rate per the US Education Department College Scorecard	30 %

10. Additional Instructions and Data Definitions:

The US Education Department College Scorecard can be accessed at <https://collegescorecard.ed.gov/>. Enter your institutions name in the search box to find the current graduation rate. For the purposes of the College Scorecard, graduation rate is defined as "the share of students who graduated within 8 years of entering this school for the first time."

11.	If your college relies on another source for reporting success metrics, please identify the source (select one).	CCCCO Student Success Metrics dashboard (Scorecard)
12.	Please provide a link to the exact page on your institution's website that displays its most recent listing of student achievement data.	https://sbcc.edu/institutionalresearch/data.php

12. Additional Instructions and Data Definitions:

ACCJC will include a link to this page in your institution's entry in the ACCJC Directory of Accredited Institutions (<https://accjc.org/find-an-institution>). This reporting and monitoring requirement supports ACCJC's recognition by the Council of Higher Education Accreditation (CHEA) and is aligned with ACCJC's Accreditation Standard I.C.3 and Eligibility Requirement 19.

Institution Set Standards for Student Achievement

#	Question	Answer		
Course Completion Rates				
13.	List your Institution-Set Standard (floor) for successful student course completion rate:	2018-19	2019-20	2020-21
		75 %	73 %	73 %
13a.	List your stretch goal (aspirational) for successful student course completion rate:	2018-19	2019-20	2020-21
		77 %	77 %	77 %
13b.	List the actual successful student course completion rate:	2018-19	2019-20	2020-21
		75 %	75 %	73 %

13. Additional Instructions and Data Definitions:

For the purposes of this report, the successful course completion rate is calculated as the number of student completions

with a grade of C or better divided by the number of students enrolled in the course. If your institution calculates successful course completion differently, you may respond using your local calculation and describe your methodology in Question 20.

Certificates

14.	Type of Institute-set standard for certificates:	Number of certificates		
	If Number-Other or Percent-other, please describe:			
14a.	List your Institution-Set Standard (floor) for certificates:	2018-19 1,473	2019-20 1,536	2020-21 1,513
14b.	List your stretch goal (aspirational) for certificates:	2018-19 1,768	2019-20 1,768	2020-21 1,768
14c.	List actual number or percentage of certificates:	2018-19 1,666	2019-20 1,536	2020-21 1,522

14. Additional Instructions and Data Definitions:

For purposes of this report, include only those certificates which are awarded with 16 or more units.

Associate Degree (A.A./A.S.)

15.	Type of Institute-set standard for degrees awarded:	Number of degrees		
	If Number-Other or Percent-other, please describe:			
15a.	List your Institution-Set Standard (floor) for degrees:	2018-19 2,257	2019-20 2,540	2020-21 2,845
15b.	List your stretch goal (aspirational) for degrees:	2018-19 3,755	2019-20 3,755	2020-21 3,755
15c.	List actual number or percentage of degrees:	2018-19 3,129	2019-20 3,274	2020-21 3,384

Bachelor's Degree (B.A./B.S.)

16.	Does your college offer a Bachelor's Degree (B.A./B.S.)?	No
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Transfer

17.	Type of Institute-set standard for transfers:	Number of transfers		
	If Number-Other or Percent-other, please describe:			
17a.	List your Institution-Set Standard (floor) for the students who transfer to a 4-year college/university:	2018-19 1,622	2019-20 1,648	2020-21 1,681
17b.	List your stretch goal (aspirational) for the students who transfer to a 4-year college/university:	2018-19 2,190	2019-20 2,190	2020-21 2,190
17d.	List actual number or percentage of students who	2018-19	2019-20	2020-21

transfer to a 4-year college/university:

1,689

1,630

1,760

Licensure Examination Pass Rates

Examination pass rates for programs in which students are required to pass a licensure or other similar examination in order to work in their field of study:

Program	Exam (National, State, Other)	Institution-Set standard (%) (Floor)	Stretch (Aspirational) Goal (%)	2018-19 Pass Rate (%)	2019-20 Pass Rate (%)	2020-21 Pass Rate (%)
Alcohol and Drug Counseling	State	80 %	90 %	n/a %	100 %	100 %
Associate Degree Nursing	National	90 %	97 %	98.6 %	96.6 %	96.2 %
Certified Nursing Assistant	National	90 %	97 %	96 %	98.6 %	100 %
Cosmetology: Practical	State	75 %	81 %	78 %	84 %	76 %
Cosmetology: Written	State	75 %	87 %	80 %	85 %	82 %
Esthetician: Practical	State	75 %	91 %	91 %	100 %	86 %
Esthetician: Written	State	75 %	100 %	93 %	100 %	100 %
Emergency Medical Technician	National	75 %	80 %	83 %	77 %	82 %
Health Information Technology	National	90 %	99 %	91 %	100 %	98 %
Radiography	National	90 %	95 %	80 %	96 %	92 %
Vocational Nursing	National	90 %	92 %	100 %	90 %	90 %

18. Additional Instructions and Data Definitions:

Report only those programs for which a license or other similar examination is required before students can qualify for employment in their chosen field of study, and where there were at least 10 students who completed the program in the designated year.

Employment rates for Career and Technical Education students

Job placement rates for students completing certificate programs and CTE (career-technical education) degrees for last three years available data:

Program	Institution-Set standard (%) (Floor)	Stretch (Aspirational) Goal (%)	2018-19 Job Placement Rate (%)	2019-20 Job Placement Rate (%)	2020-21 Job Placement Rate (%)
Horticulture	79.3 %	79.8 %	n/a %	90 %	50 %
Accounting	69.3 %	69.8 %	74.1 %	69.7 %	64.1 %
Business Administration	68.9 %	69.4 %	66.7 %	88.9 %	65.2 %
Business Management	62.5 %	63 %	n/a %	70 %	n/a %
International Business and Trade	42.9 %	43.4 %	37.5 %	38.5 %	n/a %
Marketing and Distribution	58.6 %	59.1 %	64.3 %	69.2 %	46.4 %
Real Estate	65 %	65.5 %	62.5 %	n/a %	76.9 %
Office Technology/Office Computer Applications	55.9 %	56.4 %	46.7 %	46.2 %	n/a %
Journalism	84.8 %	85.3 %	70 %	n/a %	n/a %
Television (including combined TV/Film/Video)	69.9 %	70.4 %	82.4 %	70 %	50 %
Film Production	60 %	60.5 %	64.3 %	71.4 %	25 %

19.	Animation	61.2 %	61.7 %	58.8 %	n/a %	66.7 %
	Computer Networking	71.7 %	72.2 %	70 %	70 %	68.8 %
	Electronics and Electric Technology	65.7 %	66.2 %	65 %	n/a %	n/a %
	Automotive Technology	78.2 %	78.7 %	84.6 %	68.6 %	70 %
	Construction Crafts Technology	71.8 %	72.3 %	75 %	n/a %	n/a %
	Drafting Technology	81.1 %	81.6 %	90 %	n/a %	72.7 %
	Diving and Underwater Safety	65 %	65.5 %	64.7 %	72.4 %	n/a %
	Graphic Art and Design	73.7 %	74.2 %	66.7 %	80 %	60 %
	Health Information Technology	70.9 %	71.4 %	70.6 %	75.2 %	72.5 %
	Health Information Coding	76.7 %	77.2 %	n/a %	n/a %	87.9 %
	Radiologic Technology	95.1 %	95.6 %	97.3 %	90.2 %	97.4 %
	Diagnostic Medical Sonography	90.9 %	91.4 %	90.9 %	n/a %	86.7 %
	Registered Nursing	96.6 %	97.1 %	96.8 %	95.7 %	97.7 %
	Licensed Vocational Nursing	93.4 %	93.9 %	85 %	88.5 %	100 %
	Interior Design and Merchandising	65 %	65.5 %	n/a %	40 %	n/a %
	Child Development/Early Care and Education	76.8 %	77.3 %	73.8 %	88.9 %	83.3 %
	Culinary Arts	85.2 %	85.7 %	65 %	92 %	89.5 %
	Alcohol and Controlled Substances	69.6 %	70.1 %	70.8 %	58.8 %	73.3 %
	Administration of Justice	76.9 %	77.4 %	83.9 %	82.4 %	71.4 %
Cosmetology and Barbering	76.7 %	77.2 %	81.7 %	76.5 %	70.2 %	
Job Seeking/Changing Skills	77.9 %	78.4 %	80.8 %	n/a %	84.6 %	

19. Additional Instructions and Data Definitions:
 For the purposes of the Annual Report, Job Placement Rate is defined as the percentage of students who are employed in the year following completion of a CTE (career-technical education) certificate or degree program. (This means that the denominator for the 2020-21 job placement rate will be the number of students who completed the program in 2019-20.) Report only those programs with a minimum of 10 students in the completion year. For example, if a program had 9 students complete in 2019-20, you do not need to report a job placement rate for 2020-21. Report only those programs for which reliable data are available. If your institution has defined its job placement rate differently than what is described above, you may complete this question using your local definition provided that you describe this definition in Question 20.

Other Information

20. Please use this text box to provide any comments regarding the data submitted in this report (optional, no limit).

The course completion rate (#13b) for 2020-21 is preliminary. Data were obtained from WestEd prior to the official release of the Student Success Metrics on the launch board website.

Examination pass rates for Alcohol and Drug Counseling (CATC, item #18) are not available for 2018-19 because there were no exams given that year. Testing has resumed and data are available starting in 2019-20.

The data included in this report are certified as a complete and accurate representation of the reporting institution.

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