

Student Success Scorecard Data  
from  
ARCC 2.0  
Year Ending 2011-2012

Prepared and Presented by:

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# Purpose of ARCC 2.0

- To facilitate the improvement of student progress and success
- ARCC 2.0 is part of the Statewide Student Success Initiative and the Student Success Act and was a recommendation of the Student Success Task Force

# ARCC 2.0 Momentum Point Outcomes

- o **Persistence** - Percentage of degree and/or transfer-seeking students tracked for six years from 2006-07 to 2011-12 who enrolled in the first three consecutive terms. **This metric is considered a milestone or momentum point, research shows that students with sustained enrollment are more likely to succeed.**
- o **Remedial (English and Math)** - Percentage of credit students tracked for six years from 2006-07 to 2011-12 who started below transfer level in English, mathematics, and/or ESL and completed a college-level course in the same discipline.
- o **30 Units** - Percentage of degree and/or transfer seeking students tracked for six years from 2006-07 to 2011-12 who achieved at least 30 units. **Credit accumulation, 30 units specifically, tend to be positively correlated with completion and wage gain.**

# ARCC 2.0 Outcomes

- o **Completion (SPAR)** - percentage of degree and/or transfer-seeking students tracked for six years from 2006-07 to 2011-12 who completed a degree, certificate or transfer related outcomes. Cohorts separated by prepared and remedial students.
- o **Career Technical Education (CTE)** - Percentage of students tracked for six years from 2006-07 to 2011-12 who completed several courses classified as career technical education (or vocational) in a single discipline and completed a degree, certificate or transferred.

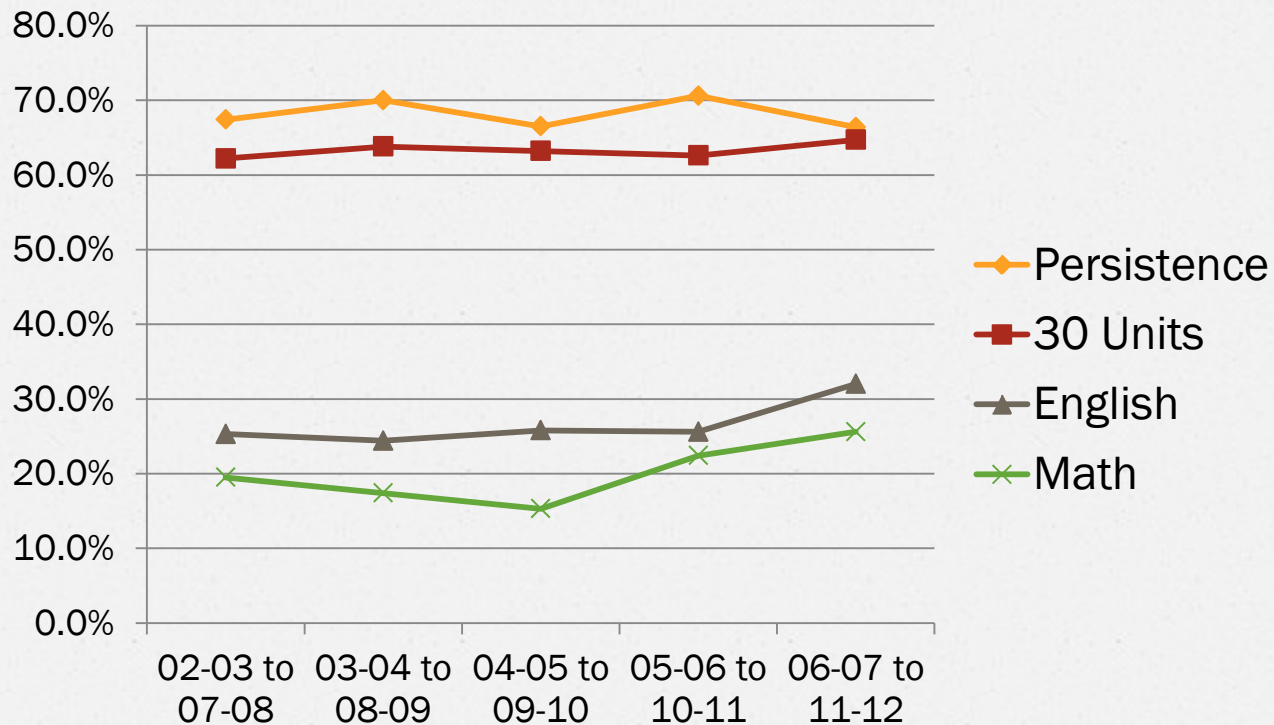
# ARCC 2.0 Comparison Groups

- o ARCC 2.0 has added a remedial and college prepared cohort for the following outcomes
  - o Persistence
  - o 30 Units
  - o Completion (SPAR)
- o Remedial Progress Rate (Unprepared for College) - The percentage of credit students who start out at any levels below transfer in English, Mathematics, and/or ESL
- o College Prepared Rate – First attempted math or English was transfer level.

# Crafton Hills College



# Crafton ARCC 2.0 Momentum Points Improvement Rates



# CHC Momentum Point Improvement Rates by Gender

Gender	Persistence	30 Units	English	Math
Overall	66.4	64.7	32.0	25.6
Female	67.9	66.1	34.8	28.8
Male	66.5	64.3	29.3	21.6

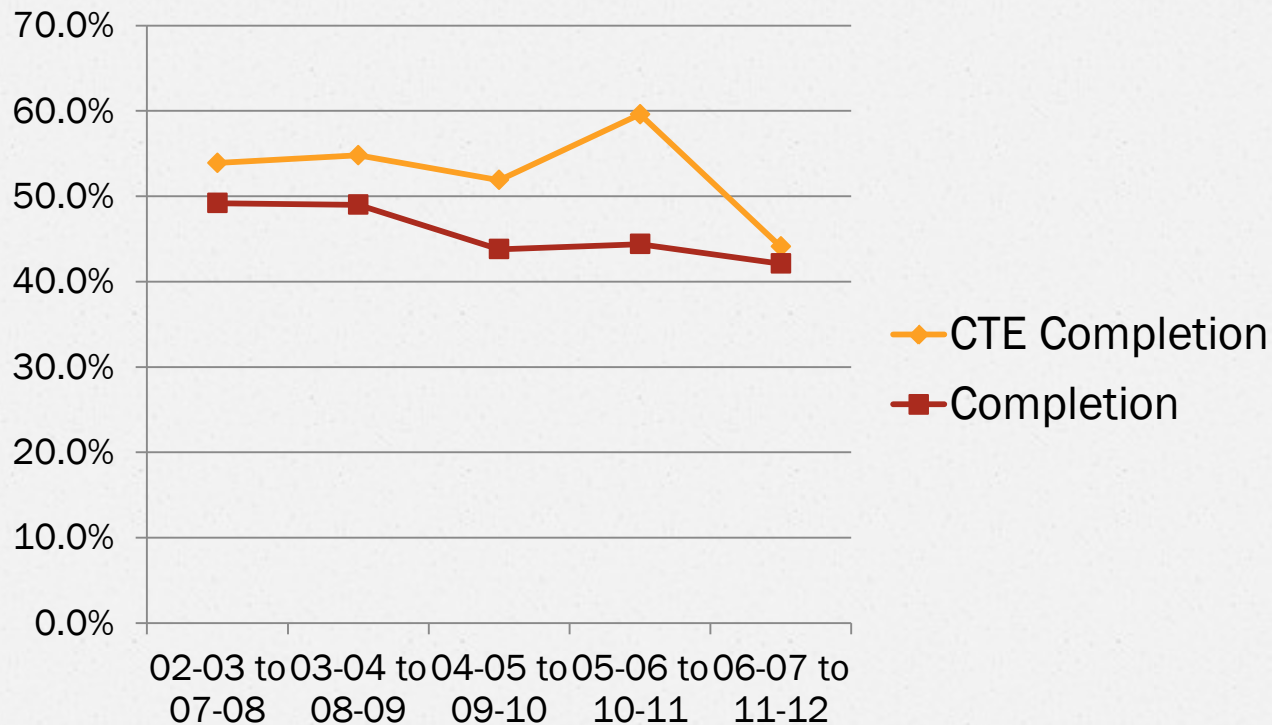
- The percentages reflect the percent of students in the six year cohort who completed each momentum point
- Males appear to struggle more with improving in math than females.



# CHC Momentum Point Improvement Rates by Ethnicity

Ethnicity	Persistence	30 Units	English	Math
Overall	66.4	64.7	32.0	25.6
African American	73.1	69.2	9.5	18.5
Native American	70.0	80.0	50.0	12.5
Asian	62.9	57.1	50.0	28.6
Filipino	70.6	64.7	42.9	50.0
Hispanic	69.1	64.6	27.0	22.4
Pacific Islander	0.0	0.0	N/A	0.0
Caucasian	65.8	64.8	35.6	29.9

# Crafton ARCC 2.0 Outcome Improvement Rates



# CHC Outcome Improvement Rates by Gender

Gender	CTE	Completion
Overall	44.1	42.1
Female	67.6	46.0
Male	36.1	38.9

- Males appear to struggle more with CTE improvement rates than females.

# CHC Outcome Improvement Rates by Ethnicity

Ethnicity	CTE	Completion
Overall	44.1	42.1
African American	20.0	26.9
Native American	20.0	40.0
Asian	70.8	48.6
Filipino	80.0	41.2
Hispanic	44.2	38.2
Pacific Islander	66.7	0.0
Caucasian	46.4	44.8

# Crafton Improvement Rates Over Prior Year

ARCC Outcome	05-06 to 10-11	06-07 to 11-12	Improvement over Prior Year
Persistence	70.6%	66.4%	No
30 Unit Completion Rate	62.6%	64.7%	Yes
Completion Rate (SPAR)	44.4%	42.1%	No
Remedial Rate English	25.6%	32.0%	Yes
Remedial Rate Math	22.4%	25.6%	Yes
CTE Rate	59.6%	44.1%	No

# Crafton Rates Compared to State

ARCC Outcome	2006-07 to 2011-12		CHC Rate Higher than State
	State	Crafton	
Persistence	65.8%	66.4%	Yes
30 Unit Completion Rate	66.4%	64.7%	No
Completion Rate (SPAR)	49.2%	42.1%	No
Remedial Rate English	38.1%	32.0%	No
Remedial Rate Math	25.9%	25.6%	No
CTE Rate	55.0%	44.1%	No

# Completion (SPAR) Rate Examined Further

Completion	2002-03	2003-04	2004-05	2005-06	2006-07
Overall	991	978	929	968	1,019
	49.2%	49.0%	43.8%	44.4%	42.1%
College Prepared	174	185	173	208	250
	72.4%	71.9%	65.3%	63.9%	59.6%
Unprepared	817	793	756	760	769
	44.3%	43.6%	38.9%	39.1%	36.4%

- Crafton extensively researched the Completion rate last summer and learned that the largest predictor of the Completion Rate is to successfully complete transfer level math
- The Student Success Committee is using this information as we explore creating incentives for students to complete math

# Crafton Student Learning and Success

- o Integration of Instruction and Support Services
  - o Left Lane Program
  - o Santos Manuel
  - o Learning Communities
  - o Tutoring (SI, SLA)
- o Enhanced Transfer Programs and Services
  - o Title V Transfer Prep Grant
  - o STEM and Trek Academy
  - o Honors
  - o Transfer Center
  - o Transfer Advocates



# Crafton Student Learning and Success

- o Curricular changes
  - o Reducing time to complete basic skills
- o Alignment and Partnership with K-12
  - o Common Core
  - o SOAR
  - o EAP
- o Assess, Measure, and Continuous Improvement
  - o Revision of QEIs
  - o Updating EMP

# How can you help Crafton?

- o Work with the State to move from a six to a three-year cohort
  - o In order to be able to identify how well Crafton strategies are working, Crafton needs to look at three-year cohort outcomes. Six years is too long to wait.
  - o Contact Patrick Perry  
Vice Chancellor of Technology, Research and Information Systems  
CCCCO  
916-327-5912  
pperry@cccco.edu

# How can you help Crafton?

- o Support the request for Ellucian's (i.e. Datatel's) electronic Student Education Plan (SEP, Course Planning Interface) and Degree Audit systems
  - o All students need to have an SEP
  - o Help Crafton to meet the requirements of the Student Success Act
  - o Crafton will be able to plan courses based on SEPs
  - o Crafton will be able to track student progress on meeting their educational goals and identify improvement areas

# How can you help Crafton?

- Continue to support funding the Student Success Initiatives and the additional sections needed to support initiative
- Need to continue to balance incentives for growth with incentives for success

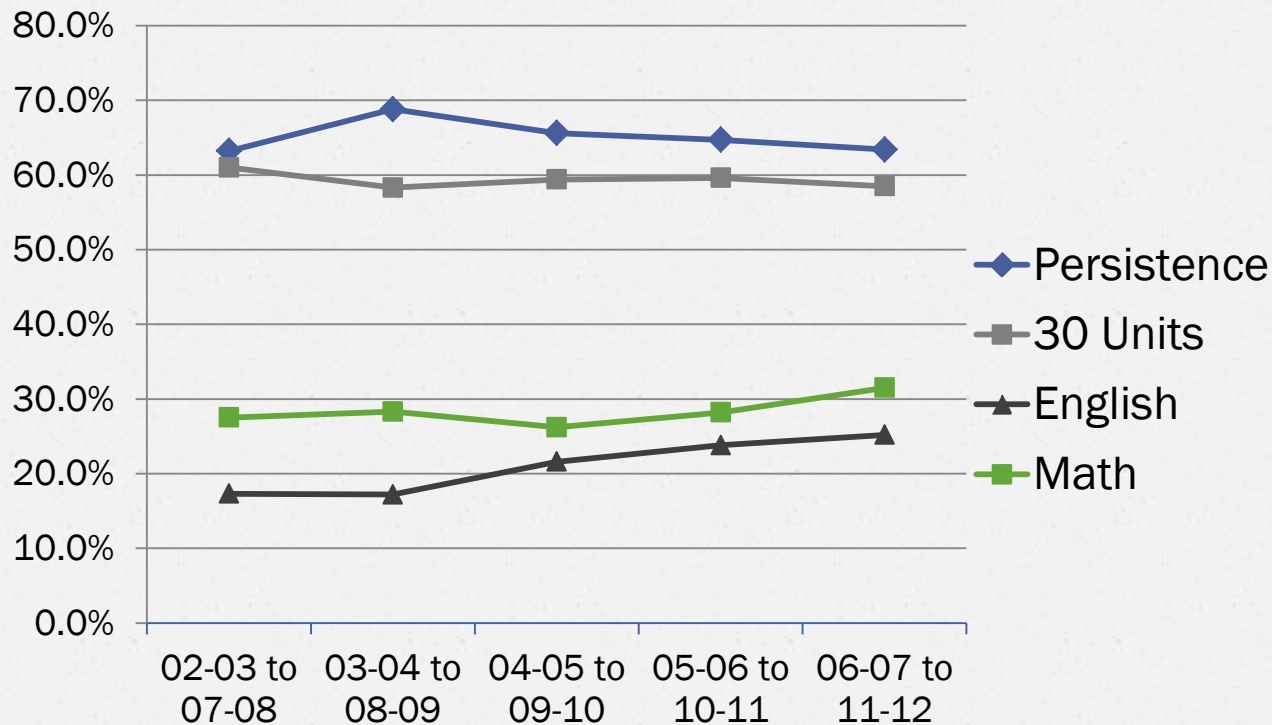
# San Bernardino Valley College



# San Bernardino Valley College

- o SBVC is using Student Success Scorecard data in a wide range of ways to set goals for student success.
  - o Strategic Plan
  - o Educational Master Plan
  - o Student Equity Plan
  - o Basic Skills Plan
- o The Scorecard lets us focus on specific areas and identify the needs of specific sub-groups.

# Valley ARCC 2.0 Momentum Points Improvement Rates



# Valley Momentum Points Improvement Rates by Gender

Gender	Persistence	30 Units	English	Math
Overall	63.4%	58.5%	25.2%	31.5%
Female	62.3%	58.5%	24.4%	31.8%
Male	65.4%	59.9%	27.1%	31.5%

- No significant achievement gaps between men and women. Men are doing somewhat better in English.

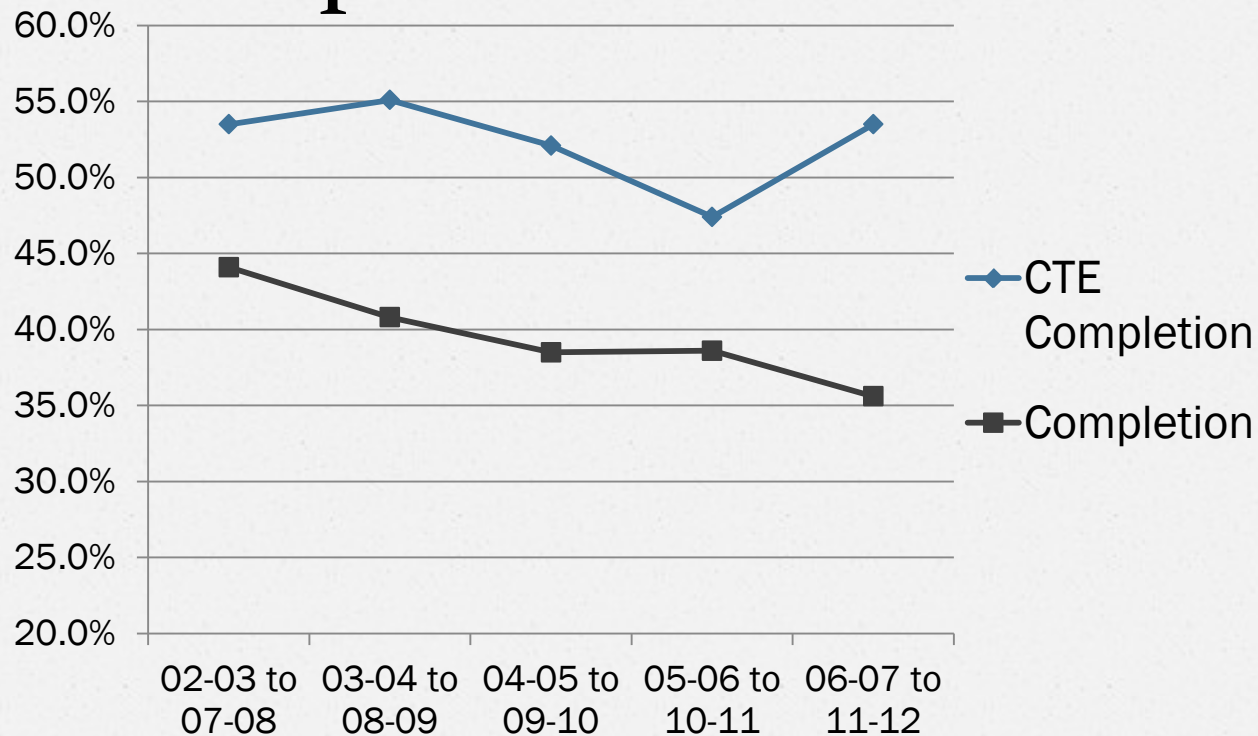


# Valley Momentum Points

## Improvement Rates by Ethnicity

Ethnicity	Persistence	30 Units	English	Math
Overall	63.4%	58.5%	25.2%	31.5%
African American	50.0%	51.9%	22.1%	19.5%
Native American	86.7%	93.3%	30.0%	46.7%
Asian	63.5%	58.7%	34.0%	47.3%
Filipino	68.2%	77.3%	36.8%	50.0%
Hispanic	67.7%	59.5%	24.1%	34.3%
Pacific Islander	55.6%	44.4%	28.6%	50.0%
Caucasian	65.2%	64.0%	31.8%	32.7%

# Valley ARCC 2.0 Outcome Improvement Rates



- SPAR completion rates are declining, but CTE completion rates have reversed the declining trend.

# Outcome Improvement Rates by Gender

Gender	CTE	Completion
Overall	52.3%	35.6%
Female	56.0%	35.3%
Male	48.5%	36.6%

Women are completing Career Technical Education (CTE) programs at a higher rate. This is largely due to the high completion rates in our Nursing and Psychtech programs where women are highly represented. These programs have very high completion rates compared to some of the majority male programs.

# Valley Outcome Improvement Rates by Ethnicity

Ethnicity	CTE	Completion
Overall	52.3%	35.6%
African American	52.1%	39.2%
Native American	35.7%	33.3%
Asian	59.7%	57.1%
Filipino	72.2%	22.7%
Hispanic	51.5%	32.0%
Pacific Islander	71.1%	33.3%
Caucasian	50.1%	35.6%

# Valley Improvement Rates Over Prior Year

ARCC Outcome	05-06 to 10-11	06-07 to 11-12	Improvement over Prior Year
Persistence	64.7%	63.4%	- 1.3%
30 Unit Completion Rate	59.6%	58.5%	- 1.1%
Completion Rate (SPAR)	38.6%	35.6%	- 3.0%
Remedial Rate English	23.8%	25.2%	1.4%
Remedial Rate Math	28.2%	31.5%	3.3%
CTE Rate	47.4%	53.3%	5.9%

# Valley Rates Compared to State

ARCC Outcome	2006-07 to 2011-12		Valley Rate compared to the State
	State	SBVC	
Persistence	65.8%	63.4%	- 2.4%
30 Unit Completion Rate	66.4%	58.5%	- 7.9%
Completion Rate (SPAR)	49.2%	35.6%	- 13.6%
Remedial Rate English	38.1%	25.2%	- 12.9%
Remedial Rate Math	25.9%	31.5%	5.6
CTE Rate	55.0%	53.3%	- 1.7%

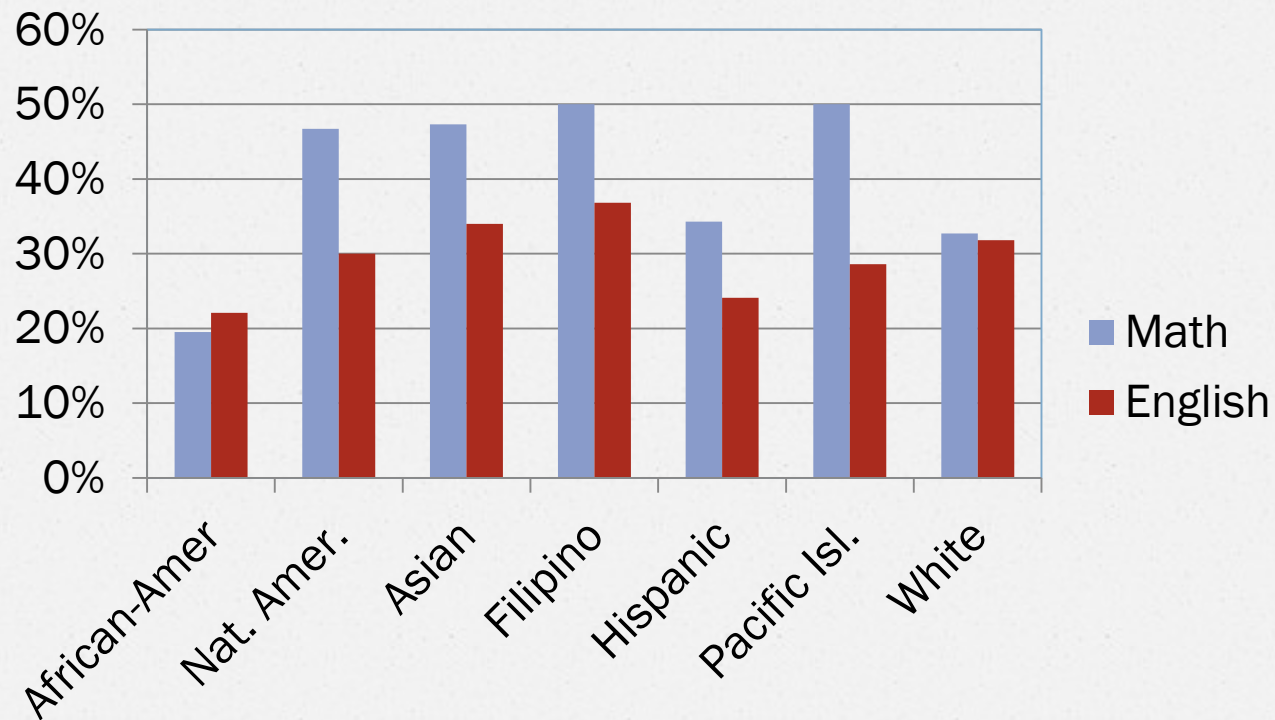
# Valley Completion (SPAR) Rate Examined Further

Completion	2002-03	2003-04	2004-05	2005-06	2006-07
Overall	1,668	1,351	1,435	1,426	1,499
	44.1%	40.8%	38.5%	38.6%	35.6%
College Prepared	197	107	111	127	146
	64.5%	61.7%	66.7%	61.4%	56.8%
Unprepared (Remedial)	1,471	1,244	1,324	1,299	1,353
	41.4%	39.0%	36.2%	36.3%	33.3%

SPAR completion rates are declining for both prepared and unprepared students. However, the success rates are significantly higher for prepared students.

# Student Learning and Success

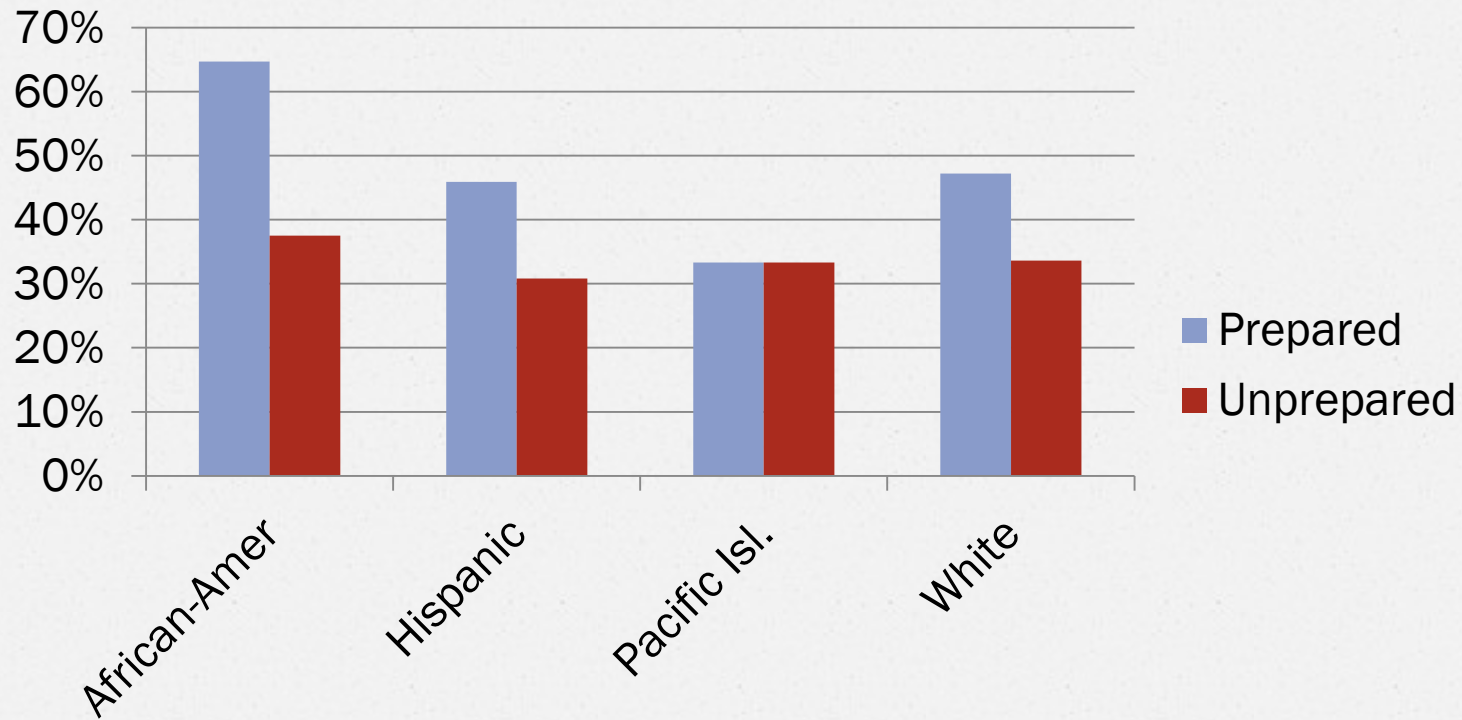
African-American students lag behind other groups in the area of remedial courses.





# Success Differences Between Prepared and Unprepared Students

African-American Students who arrive prepared for college work appear to do very well.



# How can you help Valley?

- o Support Grant Development
- o Promote Mentorship activities
- o Support innovative activities and programs on our campus.
  - o Preliminary data suggests promising results for several new programs:
    - o Accelerated course model for basic skills
    - o Supplemental Instruction may have had a positive effect
    - o Contextual learning with linked courses is also being explored

# We know that our support programs are helping.

Program name	Program Success rate	Campus Success rate	Program Retention rate	Campus Retention rate
CARE	85%	67%	92%	84%
STAR	76%	67%	89%	84%
EOP&S	75%	67%	89%	84%
Valley Bound	73%	67%	90%	84%
Puente	71%	67%	85%	84%
Tumaini	68%	67%	89%	84%

These programs need regular review and assessment. The most recent assessment shows higher success rates for all support programs.

# Student Learning and Success

- o Student Success Center is showing great success
- o We are still piloting community partnerships for tutorial programs
- o Alignment and Partnership with K-12
  - o Common Core
  - o EAP

# Questions?

