



Meeting of the San Bernardino Community College District Board of Trustees
Study Session Agenda
District Board Room
July 27, 2017, 12:00 p.m.

1. CALL TO ORDER – PLEDGE OF ALLEGIANCE

2. PUBLIC COMMENTS ON AGENDA ITEMS

This is an opportunity for members of the public to address the Board concerning items on the agenda. The San Bernardino Community College Board of Trustees offers an opportunity for the public to address the Board on any agenda item prior to or during the Board's consideration of that item. Matters not appearing on the agenda will be heard after the board has heard all action agenda items. Comments must be limited to five (5) minutes per speaker and twenty (20) minutes per topic if there is more than one speaker. At the conclusion of public comment, the Board may ask staff to review a matter or may ask that a matter be put on a future agenda. As a matter of law, members of the Board may not discuss or take action on matters raised during public comment unless the matters are properly noticed for discussion or action in Open Session.

Anyone who requires a disability-related modification or accommodation in order to participate in the public meeting should contact the Chancellor's Office at (909) 382-4091 as far in advance of the Board meeting as possible.

If you wish to address the Board, please fill out a public comment form and give it to the secretary PRIOR to the start of the meeting.

3. STUDENT SCORECARD PRESENTATION

Dr. James Smith, Dean, Institutional Effectiveness, Research & Planning
Dr. Keith Wurtz, Dean, Institutional Effectiveness, Research & Planning

4. PUBLIC COMMENT ON NON-AGENDA ITEMS

This is an opportunity for members of the public to address the Board concerning non-agenda items.

5. ADJOURN

The next meeting of the Board: Board Study Session (Strong Workforce/Career Technical Education), August 10, 2017, at 1:00pm

STUDENT SUCCESS SCORECARD FROM THE 2017 YEAR ENDING IN 2015-2016

Prepared and Presented by:

Dr. James Smith, Dean, Institutional Effectiveness, Research & Planning

Dr. Keith Wurtz, Dean, Institutional Effectiveness, Research & Planning

SESSION OBJECTIVES

- Briefly Review the Student Score Card Metrics and Methodology
- Briefly Review the Memo from the CCCCCO Chancellor, Eloy Oakley
- Review the Student Scorecard Achievements for 2017 by College
- Review the Student Scorecard Challenges for 2017 by College
- Review the strategies from each college that are being used to address the challenges

PURPOSE OF STUDENT SCORECARD

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

STUDENT SCORECARD MOMENTUM POINT OUTCOMES

- **Remedial (English and Math)** – Percentage of credit students tracked for six years from 2010-11 to 2015-16 who started below transfer level in English, mathematics, and/or ESL and completed a college-level course in the same discipline.
- **Persistence** – Percentage of first-time degree and/or transfer-seeking students tracked for six years from 2010-11 to 2015-16 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.
- **30 Units** – Percentage of first-time degree and/or transfer seeking students tracked for six years from 2010-11 to 2015-16 who achieved at least 30 units. Credit accumulation, 30 units specifically, tends to be positively correlated with completion and wage gain.

STUDENT SCORECARD NEW MOMENTUM POINT OUTCOMES

- **Year 1 Transfer Level Math** - The percent of first-time students in 2014-15 who complete 6 units and attempt any Math in their first year who complete a transfer-level course in Math in their first year.
- **Year 2 Transfer Level Math** - The percent of first-time students in 2014-15 who complete 6 units and attempt any Math in their first year who complete a transfer-level course in Math in their second year.
- **Year 1 Transfer Level English** - The percent of first-time students in 2014-15 who complete 6 units and attempt any English in their first year who complete a transfer-level course in English in their first year.
- **Year 2 Transfer Level English** - The percent of first-time students in 2014-15 who complete 6 units and attempt any English in their first year who complete a transfer-level course in English in their second year.

STUDENT SCORECARD COMPLETION OUTCOMES

- **Completion (SPAR)** – Percentage of first-time degree and/or transfer-seeking students tracked for six years from 2010-11 to 2015-16 who completed a degree, certificate or transfer related outcomes.
- **Career Technical Education (CTE)** – Percentage of students tracked for six years from 2010-11 to 2015-16 who completed several courses classified as career technical education (or vocational) in a single discipline and completed a degree, certificate or transfer related outcome.

STUDENT SCORECARD MEASURE

- Career Skills Builder Students
 - Skills builders are workers who are maintaining and adding to skill sets required for ongoing employment and career advancement.
 - Skills-builders successfully complete a limited number of courses, but do not earn a certificate or degree, or transfer to a four-year college
 - The median percentage change in wages for students who completed higher level CTE coursework in 2013-2014 and left the system without receiving any type of traditional outcome such as transfer to a four year college or completion of a degree or certificate.

SKILLS BUILDER DEFINITION

- The median inflation adjusted wages before and after the year of enrollment for students who completed a SAM A, B, or C (**Occupational**) course of at least .5 units and passed all CTE coursework in a given academic year
- These students were no longer enrolled anywhere in the system the following academic year and did not earn an award or transfer to a four year college the year of enrollment or the following year

STUDENT SCORECARD COMPARISON GROUPS

- 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
- College Prepared Rate – First attempted math or English was transfer level.

MESSAGE FROM THE CCCCO CHANCELLOR, ELOY OAKLEY

California Community College Statewide Completion Rates



MESSAGE FROM THE CCCCO CHANCELLOR, ELOY OAKLEY

- Despite great strides as a system, the data demonstrates the unacceptably slow pace at which we are seeing meaningful improvement
- Urges that we use the results as an opportunity to re-double efforts and approach the work with renewed urgency and intentionality
- To accomplish meaningful increases in student achievement the system needs to focus on the following strategies
 - Multiple Measures Placement
 - Reduce the types and number of basic skills sequences a student must complete
 - College Promise

SAN BERNARDINO VALLEY COLLEGE 2016 STUDENT SCORECARD DEMOGRAPHICS

- 58% of students are female
- 36% of students are 20-24 years old
- 65% of students are Hispanic
- 21.6% (n = 4,148) of San Bernardino students are included in all of the Student Scorecard measures

SAN BERNARDINO VALLEY COLLEGE 2017 STUDENT SCORECARD MOMENTUM POINT ACHIEVEMENTS

- San Bernardino Valley students made improvements in 4 of the 9 momentum point outcomes from last year's cohort to this year's cohort

Student Scorecard Outcome	09-10 to 14-15	10-11 to 15-16	Change	Improvement over Prior Year
Remedial Rate ESL	14.7%	12.4%	-2.3%	No
Remedial Rate English	35.0%	34.5%	-0.5%	No
Remedial Rate Math	31.1%	35.0%	+3.9%	Yes
Year I Transfer Level Math	7.8%	10.3%	-2.5%	No
Year II Transfer Level Math	20.6%	22.2%	-1.6%	No
Year I Transfer Level English	12.1%	11.1%	+1.0%	Yes
Year II Transfer Level English	25.2%	26.0%	-0.8%	No
Persistence	70.4%	73.8%	+3.4%	Yes
30 Unit Completion Rate	57.6%	64.2%	+6.6%	Yes

SAN BERNARDINO VALLEY COLLEGE 2017 STUDENT SCORECARD COMPLETION ACHIEVEMENTS

- San Bernardino students made improvements in every achievement area from last year's cohort to this year's cohort

Student Scorecard Outcome	09-10 to 14-15	10-11 to 15-16	Change	Improvement over Prior Year
Skills Builder*	14.5%	27.8%	+13.3%	Yes
CTE Rate	47.1%	49.0%	+1.9%	Yes
Completion Rate (SPAR)	35.6%	36.9%	+1.3%	Yes

*The cohort years do not apply to the skills builder measure. The 08-09 to 13-14 column is actually the 2013-2014 year and the 09-10 to 14-15 column is actually the 2014-2015 year.

SAN BERNARDINO VALLEY COLLEGE 2017 STUDENT SCORECARD ACHIEVEMENTS (CONTINUED)

- San Bernardino Valley College is above the state average for success in Remedial Math
- Exceeded our IEPI annual goal for the Math basic skill success rate; large increase in success for Hispanic students
- When compared to selected peer group colleges (n = 9) San Bernardino ranks number 3 for the Math Remedial Rate and number 5 for the English Remedial Rate
- Overall, persistence has increased for SBVC students over the last five cohorts;

SAN BERNARDINO VALLEY COLLEGE 2017 STUDENT SCORECARD CHALLENGE 1

- African American, Hispanic, and Caucasian students have consistently been identified as groups that are disproportionately impacted in math and English remedial rate improvement
- 99% of SBVC students who take the assessment test are placed in a class below college-level in math or English.
- Some critical basic skills courses have pass-rates that consistently fall below 50.

SAN BERNARDINO VALLEY COLLEGE 2017 STUDENT SCORECARD STRATEGIES TO ADDRESS CHALLENGE 1

- Objective
 - Increase the number of students who are enrolled full-time.
 - Increase the number of students who take math and English within their first year of enrollment.
- Action Steps to Achieve Objectives
 - Pursue grant opportunities that encourage partnerships with feeder high schools and four-year institutions to establish pathways
 - Expand support to STEM programs
 - Expand outreach to increase the number of students who enroll immediately after high school.
 - Increase access to learning communities
 - First –Year-Experience (FYE), Tumaini, Puente, Valley Bound Commitment (VBC), Dreamers Resources Center (DRC), Guardian Scholars, STAR, EOP&S, CalWORKs, DSP&S, Veterans Resource Center (VRC)

SAN BERNARDINO VALLEY COLLEGE 2017 STUDENT SCORECARD CHALLENGE 2

- African-American students, Hispanic students, and Caucasian students are consistently disproportionately impacted on the overall student scorecard completion rate which consists of transfers, earning 30 or more units, and the earning of degrees and certificates.
- SBVC has experienced a decline in success for English courses

SAN BERNARDINO VALLEY COLLEGE 2017 STUDENT SCORECARD STRATEGIES TO ADDRESS CHALLENGE TO INCREASE THE DEGREE/CERTIFICATE RATE

- Objective
 - Provide greater access to counseling
 - Provide greater access to tutoring
 - Encourage more student engagement
- Action Steps to Achieve Objectives
 - Promote access to transfer institutions
 - CSU
 - HBCUs
 - California State University
 - University of California
 - Historically Black Colleges & Universities
 - Private Non-Profits
 - Promote engagement in students in student life

ADDITIONAL STRATEGIES THAT HAVE SHOWN SUCCESS

- Supplemental Instruction
- Linked courses
- Contextual learning
- 24-hour textbook loan
- Open Educational Resources (OER)

CRAFTON HILLS COLLEGE 2017 STUDENT SCORECARD DEMOGRAPHICS

- 54% of students are female
- 39% of students are 20-24 years old
- 46% of students are Hispanic
- 24% (n = 2,003) of Crafton students are included in all of the Student Scorecard measures

CRAFTON HILLS COLLEGE 2017 STUDENT SCORECARD MOMENTUM POINT ACHIEVEMENTS

- Crafton students made improvements in 4 of the 8 momentum point outcomes from last year's cohort to this year's cohort

Student Scorecard Outcome	08-09 to 13-14	09-10 to 14-15	Change	Improvement over Prior Year
Remedial Rate English	50.2%	54.1%	+3.9%	Yes
Remedial Rate Math	36.0%	34.4%	-1.6%	No
Year I Transfer Level Math	16.4%	16.3%	-0.1%	No
Year II Transfer Level Math	29.0%	28.7%	-0.3%	No
Year I Transfer Level English	37.0%	38.7%	+1.7%	Yes
Year II Transfer Level English	59.7%	61.2%	+1.5%	Yes
Persistence	75.7%	71.5%	-4.2%	No
30 Unit Completion Rate	64.8%	66.2%	+1.4%	Yes

CRAFTON HILLS COLLEGE 2017 STUDENT SCORECARD COMPLETION ACHIEVEMENTS

- Crafton students made improvements in every achievement area from last year's cohort to this year's cohort

Student Scorecard Outcome	08-09 to 13-14	09-10 to 14-15	Change	Improvement over Prior Year
Skills Builder*	18.9%	23.0%	+4.1%	Yes
CTE Rate	51.7%	65.1%	+13.4%	Yes
Completion Rate (SPAR)	40.7%	44.7%	+4.0%	Yes

*The cohort years do not apply to the skills builder measure. The 08-09 to 13-14 column is actually the 2013-2014 year and the 09-10 to 14-15 column is actually the 2014-2015 year.

CRAFTON HILLS COLLEGE 2016 STUDENT SCORECARD ACHIEVEMENTS (CONTINUED)

- Crafton Hills College has exceeded its targets for the Math and English Remedial Rates
- When compared to Inland Empire Community Colleges (n = 9) Crafton ranks
 - Number 4 for the Math Remedial Rate and
 - Number 1 with the highest English Remedial Rate
 - Both rates are higher than the Statewide rate.
- When compared to Inland Empire Community Colleges (n = 9) Crafton ranks
 - Number 1 for the CTE Completion Rate and
 - Number 1 for the Completion Rate (i.e. SPAR).
 - The CTE completion rate is higher than the Statewide rate.

CRAFTON HILLS COLLEGE 2016 STUDENT SCORECARD ACHIEVEMENTS (CONTINUED)

- Crafton's Student Scorecard measures are higher than the entire State for the
 - CTE Completion Rate
 - Second year math transfer course completion rate
 - First and second year English transfer course completion rates
 - The math remedial rate
 - The English remedial rate
- In the two most recent cohorts, African Americans were the only group to be identified as being disproportionately impacted when looking at the remedial math and English rates.
 - African Americans were disproportionately impacted in the most recent remedial math rate.

CRAFTON HILLS COLLEGE 2016 STUDENT SCORECARD STRATEGIES TO ADDRESS CHALLENGE 1

- Objectives C.1.1 and C.1.2 in Crafton's Student Equity Plan seek to increase the English throughput rates for African American and Hispanic students
- Action Steps to Achieve Objectives
 1. Implement the principles of universal design at CHC (e.g. instruct all basic skills and developmental students in the use of Read and Write Gold)
 2. Adopt the use of culturally relevant course materials in reading and English courses
 3. Provide professional development opportunities to increase faculty expertise in cultural competency
 4. Provide professional development to faculty in the use of Reading Apprenticeship techniques

CRAFTON HILLS COLLEGE 2016 STUDENT SCORECARD STRATEGIES TO ADDRESS CHALLENGE 1 (CONTINUED)

- Objectives C.1.1 and C.1.2 in Crafton's Student Equity Plan seek to increase the English throughput rates for African American and Hispanic students
- Action Steps to Achieve Objectives
 5. Provide fiscal support for faculty to work with K-12 on curricular alignment
 6. Explore the development of Puente and Tumaini programs
 7. Attach supplemental instruction, tutoring, and/or lab courses to all basic skills English courses
 8. Increase the use of learning communities that focus on African American and Hispanic literatures, histories, and social issues

CRAFTON HILLS COLLEGE 2016 STUDENT SCORECARD STRATEGIES TO ADDRESS CHALLENGE 1 (CONTINUED)

- Objectives C.1.1 and C.1.2 in Crafton's Student Equity Plan seek to increase the English throughput rates for African American and Hispanic students
- Action Steps to Achieve Objectives
 9. Fully implement the use of Early Alert in all basic skills courses
 10. Attach intrusive advising to basic skills courses
 11. Implement a campus wide effort to require students to begin taking Math and English during their first semester at CHC

CRAFTON HILLS COLLEGE 2016 STUDENT SCORECARD CHALLENGE 2

- Hispanic students are consistently disproportionately impacted on the overall student scorecard completion rate which consists of transfers and the earning of degrees and certificates

CRAFTON HILLS COLLEGE 2016 STUDENT SCORECARD STRATEGIES TO ADDRESS CHALLENGE 2 TO INCREASE THE DEGREE/CERTIFICATE RATE

- Objectives D.1.2 in Crafton's Student Equity Plan seeks to increase the degree/certificate completion rate of Hispanic students

Action Steps to Achieve Objectives

1. Develop CHC graduate/student mentor program
2. Communicate to students the relationship between earning a certificate/degree potential salary.
3. Communicate to students the jobs that are most likely available within their particular field of study on a regular basis.
4. Automatically award degrees and certificates when students have completed the requirements

CRAFTON HILLS COLLEGE 2016 STUDENT SCORECARD STRATEGIES TO ADDRESS CHALLENGE 2 TO INCREASE THE DEGREE/CERTIFICATE RATE (CONTINUED)

- Objectives D.1.2 in Crafton's Student Equity Plan seeks to increase the degree/certificate completion rate of Hispanic students

Action Steps to Achieve Objectives

5. Create support services, mentoring, and cohort communities that include males, African American, Hispanic, and Native American students
6. Develop clear pathways to certificate/degree completion
7. Require students to have an informed educational plan to register
8. Develop a schedule that allows students to complete certificate/degree programs within 2 years

CRAFTON HILLS COLLEGE 2016 STUDENT SCORECARD STRATEGIES TO ADDRESS CHALLENGE 2 TO INCREASE THE DEGREE/CERTIFICATE RATE (CONTINUED)

- Objectives D.1.2 in Crafton's Student Equity Plan seeks to increase the degree/certificate completion rate of Hispanic students

Action Steps to Achieve Objectives

9. Develop and implement a completion campaign
10. Partner with four-year universities that are recruiting non-traditional students

CRAFTON HILLS COLLEGE 2016 STUDENT SCORECARD STRATEGIES TO ADDRESS CHALLENGE 2 TO INCREASE THE TRANSFER RATE

- Objectives E.2 in Crafton's Student Equity Plan seeks to increase the transfer rate of Hispanic students

Action Steps to Achieve Objectives

1. Assess students' career interest and develop an aligned educational plan
2. Develop transfer workshops designed specifically for students enrolled in basic skills courses
3. Increase the use of Early Alert.
4. Provide professional development that teaches instructors how to incorporate universal design concepts in the classroom and to use culturally responsive teaching techniques

CRAFTON HILLS COLLEGE 2016 STUDENT SCORECARD STRATEGIES TO ADDRESS CHALLENGE 2 TO INCREASE THE TRANSFER RATE (CONTINUED)

- Objectives E.2 in Crafton's Student Equity Plan seeks to increase the transfer rate of Hispanic students

Action Steps to Achieve Objectives

5. Develop and implement intrusive instructional and student support programming
6. Increase access to tutoring services and implement a system that requires participation, if needed
7. Develop and implement a process of mandatory counseling
8. Expand effective programs such as fast track math courses, Left Lane, and others
9. Expand strategies to streamline pathways from high school, through Crafton Hills College, to four-year universities

HOW CAN YOU HELP?

- Adopt policy on student success that supports evidence-based strategies
- Continue to support the growth and visibility of the colleges in the community
- Support innovative activities and programs that have been shown to be effective strategies
- Focus on identifying best practices for community college Boards and implement those at SBCCD