

## 2018 Student Success Scorecard: State, SBCCD, and College Rates

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### INTRODUCTION

In its commitment to increase transfer, degree and certificate attainment, the California Community Colleges Board of Governors established a performance measurement system that tracks student success at all 114 community colleges. The data available in this Student Success Scorecard tells how well colleges are doing in remedial instruction, job training programs, retention of students, and graduation and completion rates. This research brief shares the most recent data available, comparing statewide, San Bernardino Community College District (SBCCD), and Crafton Hills College (CHC) and San Bernardino Valley College (SBVC) rates.

The Student Success Scorecard uses cohort analysis to isolate the impact of treatment (e.g., enrollment in a specific college) from other factors that can influence progress and completion outcomes. The use of cohorts for tracking higher education outcomes is common practice for local, state, and federal educational institutions. In higher education, cohorts are most often comprised of students who enter a college, program, or series of courses at the same time. Evaluating students within or across cohorts allows one to gauge how various aspects of the college experience relate to progress/completion outcomes. Except where noted, for the 2018 Student Success Scorecard, the cohort year began 2011-2012 with outcomes by 2016-2017.

The Scorecard outcomes are broken into three metric categories: Completion, Math & English/ESL, and Career Technical Education (CTE). Each of these will be presented in this order, first addressing their cohorts, their definitions and their accompanying rates.

### COMPLETION METRICS: Persistence Rate, 30 Units Rate, and Completion Rate

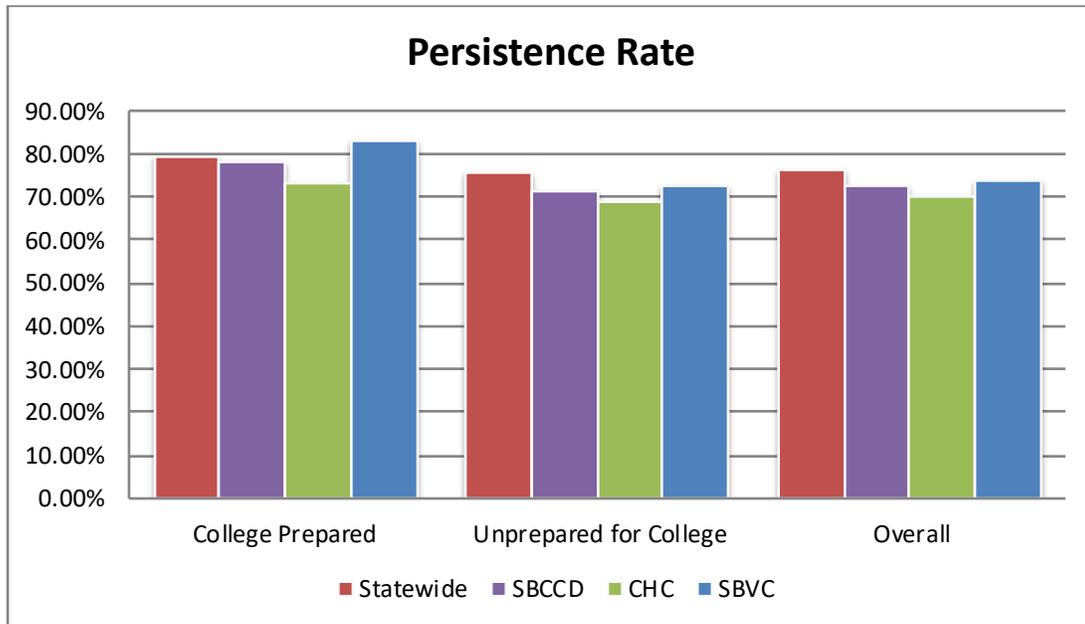
**Completion Rate Cohort:** The key to successful cohort analysis is to produce a cohort that accurately captures the population of interest. The degree/transfer completion rate cohort uses three important characteristics to obtain a subset of students who are closest to that population of interest.

- 1. First-Time Students:** To maintain homogeneity across colleges and increase the validity of the resulting measure, the degree/transfer cohort includes only first-time students. If students have previous college experience, it is a challenge to separate the effects of those earlier programs from those that are unique to the college under study, so the use of first-time student cohorts is a standard practice for institutional and academic researchers in higher education.
- 2. Students' Behavioral Intent:** The completion cohort includes students who show behavioral intent to complete an associate's degree or certificate by including those students with a minimum of six credits who attempted any math or English course within the first three years.
- 3. Student Identifiers:** Only students with valid Social Security numbers (SSNs) are included in the cohort. SSNs are needed to exclude students who have previous experience in postsecondary education (non-first-time students) and to determine whether students achieved completion at a different institution than where they began.

**Persistence Rate**

The percentage of degree, certificate and/or transfer-seeking students starting first time in 2011-12 tracked for six years through 2016-17 who enrolled in three consecutive, primary terms. Because research shows that students with sustained enrollment are more likely to succeed, this metric is considered a milestone or momentum point.

	Statewide		SBCCD		CHC		SBVC	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent
<b>College Prepared</b>	46,239	79.4%	479	78.1%	241	73.4%	238	82.8%
<b>Unprepared for College</b>	142,358	75.6%	2,355	71.5%	706	69.0%	1,649	72.6%
<b>Overall</b>	188,597	76.5%	2,879	72.6%	947	70.1%	1,932	73.9%



**College Prepared:** Student’s lowest course attempted in math and/or English was college level.

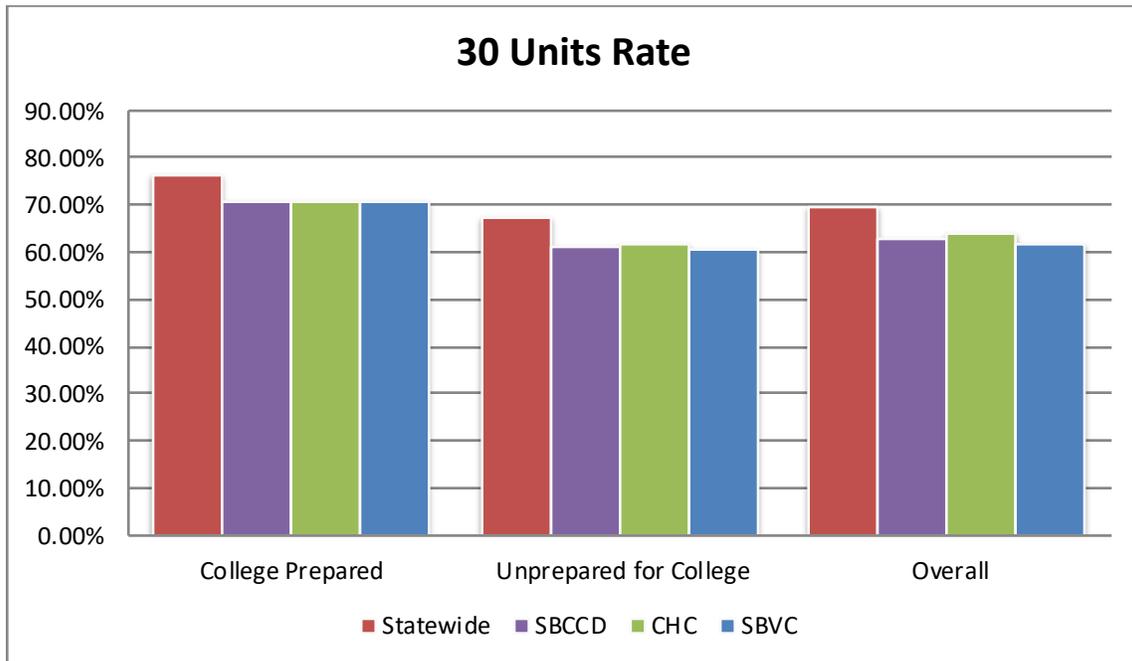
**Unprepared for College:** Student’s lowest course attempted in math and/or English was remedial level.

**Overall:** Student attempted any level of math or English in the first three years.

### 30 Units Rate

The percentage of degree, certificate and/or transfer-seeking students starting first time in 2011-12 tracked for six years through 2016-17 who achieved at least 30 units. Also considered a momentum point as credit accumulation, 30 units specifically, tends to be positively correlated with student success measured as either completion or wage gain.

	Statewide		SBCCD		CHC		SBVC	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent
<b>College Prepared</b>	46,239	76.5%	479	70.6%	241	70.5%	238	70.6%
<b>Unprepared for College</b>	142,358	67.4%	2,355	61.0%	706	62.0%	1,649	60.5%
<b>Overall</b>	188,597	69.6%	2,879	62.6%	947	64.2%	1,932	61.7%



**College Prepared:** Student's lowest course attempted in math and/or English was college level.

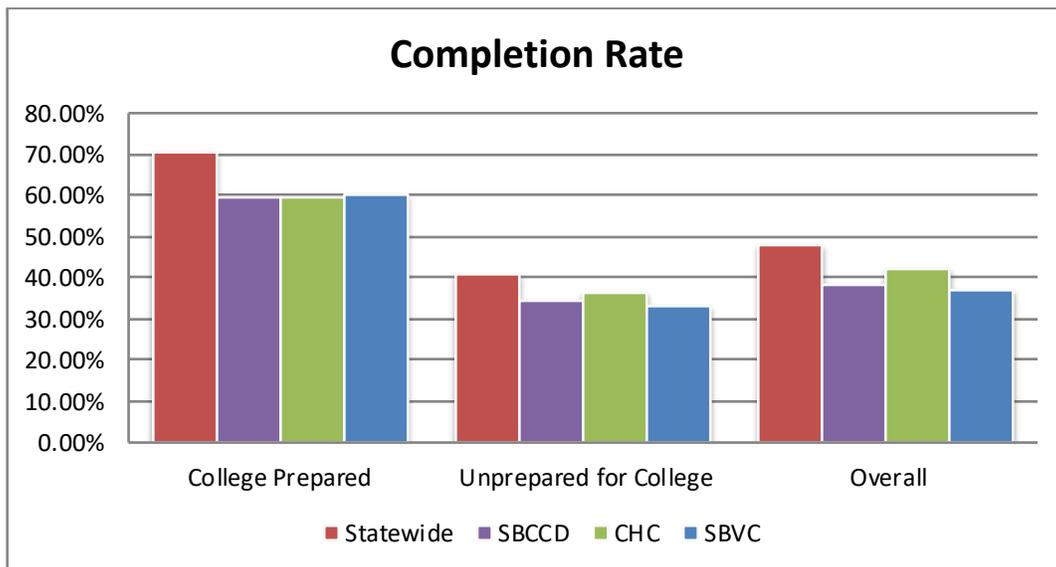
**Unprepared for College:** Student's lowest course attempted in math and/or English was remedial level.

**Overall:** Student attempted any level of math or English in the first three years.

### Completion Rate

The percentage of degree, certificate and/or transfer-seeking students starting first time in 2011-12 tracked for six years through 2016-17 who completed a degree, certificate or transfer-related outcome (transfer or transfer prepared).

	Statewide		SBCCD		CHC		SBVC	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent
<b>College Prepared</b>	46,239	70.4%	479	59.7%	241	59.3%	238	60.1%
<b>Unprepared for College</b>	142,358	41.0%	2,355	34.3%	706	36.5%	1,649	33.4%
<b>Overall</b>	188,597	48.2%	2,879	38.6%	947	42.3%	1,932	36.7%



**College Prepared:** Student's lowest course attempted in math and/or English was college level.

**Unprepared for College:** Student's lowest course attempted in math and/or English was remedial level.

**Overall:** Student attempted any level of math or English in the first three years.

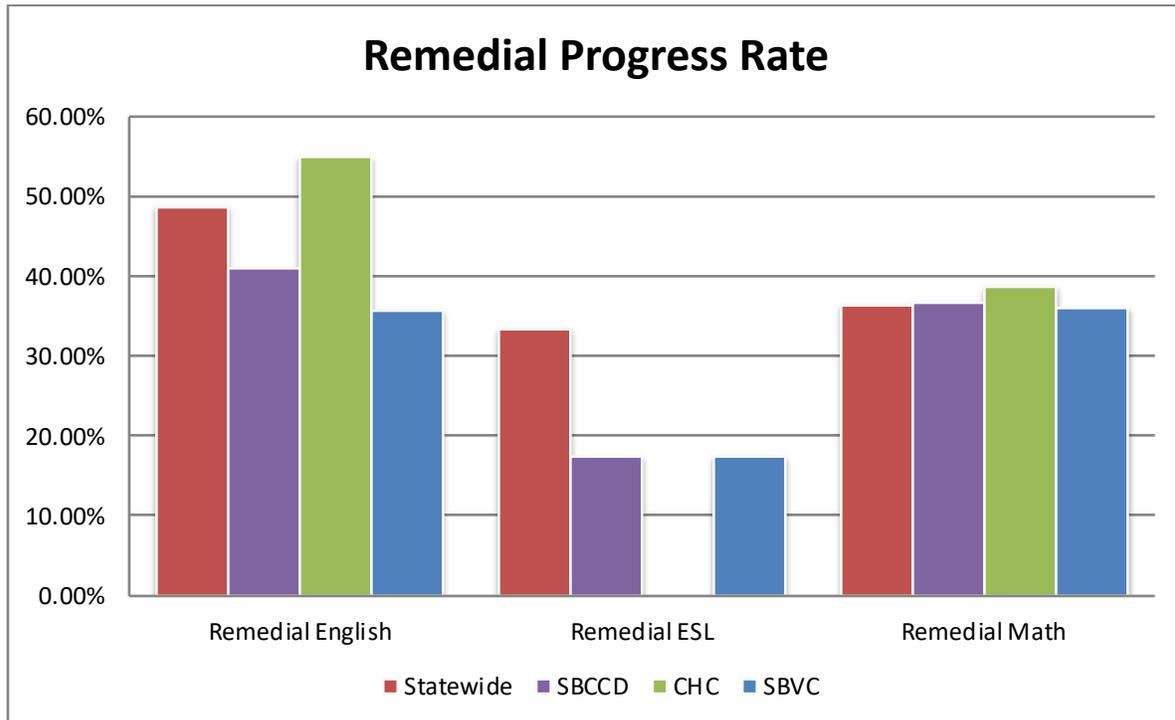
**MATH & ENGLISH/ESL METRICS: Remedial Progress Rate and Transfer Level Achievement Rate**

**Remedial Cohorts (Math, English, ESL):** These cohorts encompass all students who take their first remedial course during a given academic year. Only students with valid SSNs, taking courses for credit are included.

**Remedial Progress Rate**

The percentage of credit students tracked for six years through 2016-17 who first enrolled in a course below transfer level in English, mathematics, and/or ESL during 2011-12 and completed a college-level course in the same discipline.

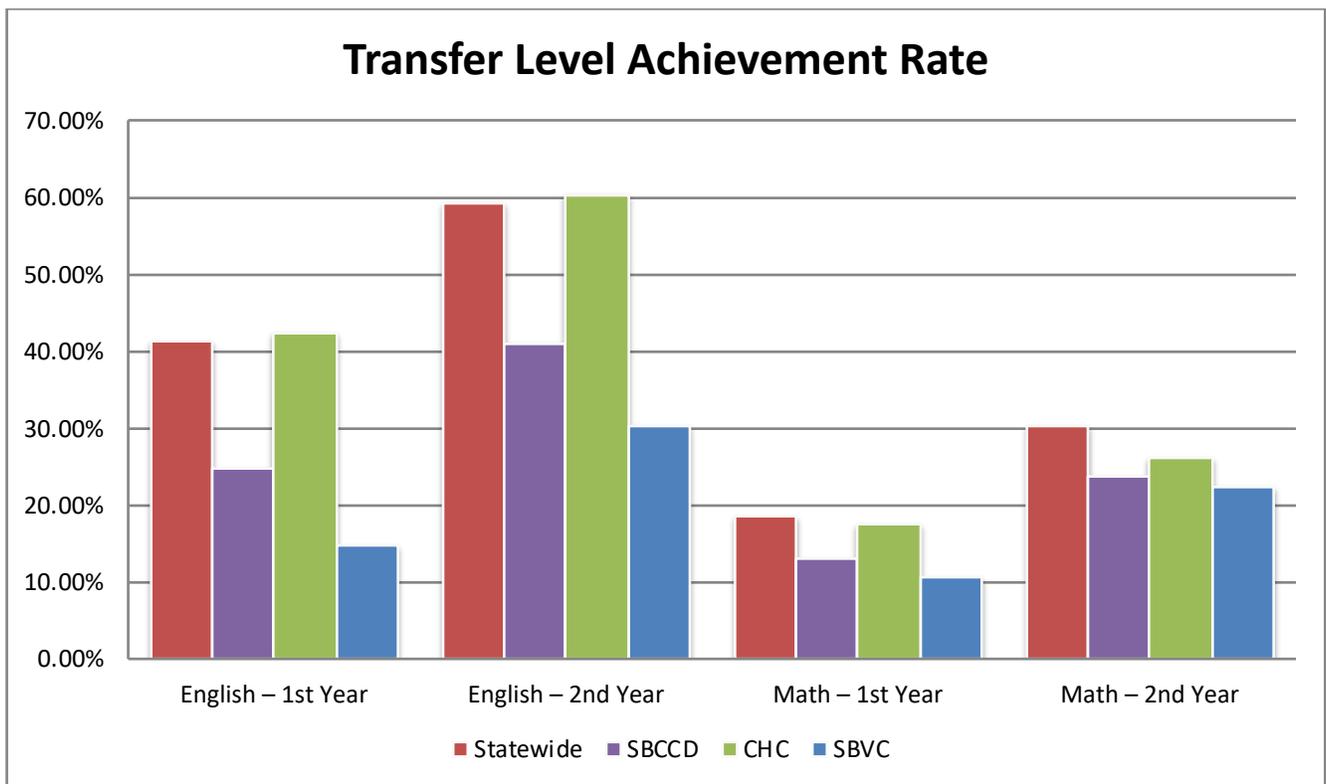
	Statewide		SBCCD		CHC		SBVC	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent
<b>Remedial English</b>	157,579	48.7%	2,848	40.9%	767	54.8%	2,081	35.8%
<b>Remedial ESL</b>	27,076	33.4%	91	17.6%	--	N/A	91	17.6%
<b>Remedial Mathematics</b>	158,678	36.5%	2,344	36.7%	570	38.8%	1,774	36.1%



### Transfer Level Achievement Rate

The percentage of first-time students in 2015-16 who complete 6 units and attempt any math or English in their first year who complete a transfer-level course in math or English in their first or second year.

	Statewide		SBCCD		CHC		SBVC	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent
<b>English – 1<sup>st</sup> Year</b>	156,528	41.2%	2,504	24.8%	912	42.2%	1,592	14.8%
<b>English – 2<sup>nd</sup> Year</b>	156,528	59.3%	2,504	41.1%	912	60.3%	1,592	30.1%
<b>Math – 1<sup>st</sup> Year</b>	156,528	18.4%	2,504	13.0%	912	17.4%	1,592	10.5%
<b>Math – 2<sup>nd</sup> Year</b>	156,528	30.4%	2,504	23.8%	912	26.2%	1,592	22.5%



## CTE METRICS: Career Technical Education Rate and Skills Builder

**Career Technical Education Cohort:** This cohort includes all students who have completed more than 8 units of career technical education (or apprenticeship) in a single discipline for the first time in a given year. As with the other cohorts, only students taking courses for credit and who have valid SSNs are included.

**Skills Builder Cohort:** The students in this cohort have completed at least .5 credits of higher level CTE coursework in a given year and left the system without achieving any type of traditional outcome.

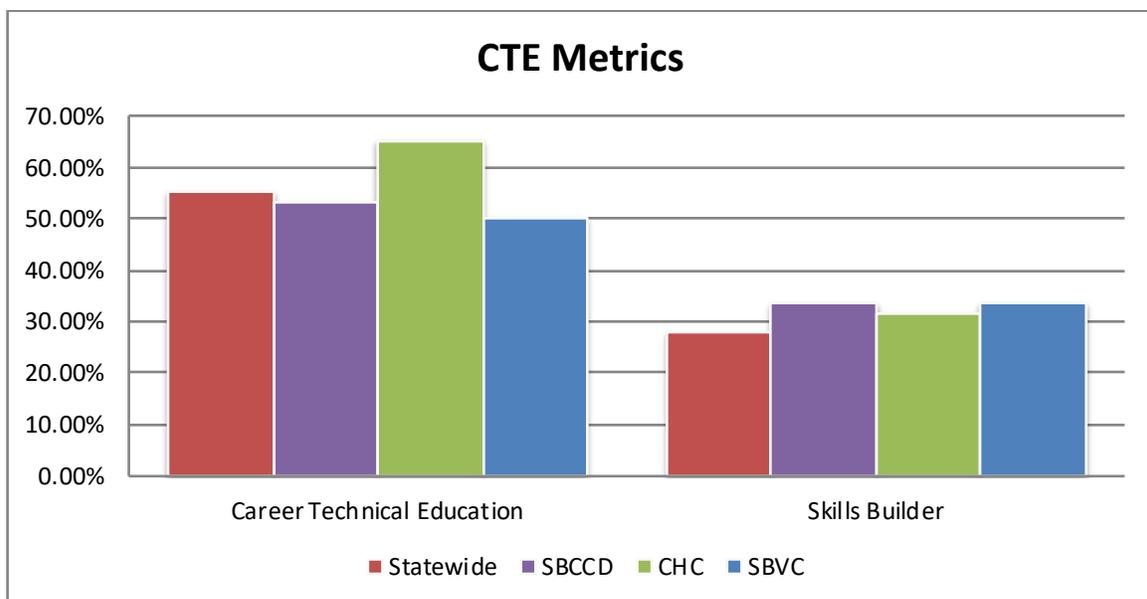
### Career Technical Education Rate

The percentage of students completing more than 8 units in courses classified as career technical education (or apprenticeship) in a single discipline for the first time in 2011-12 tracked for six years through 2016-17 who completed a degree, certificate, apprenticeship or transfer-related outcome (transferred or transfer prepared).

### Skills Builder Earnings Change

The median percentage change in wages for students who completed higher level CTE coursework in 2014-2015 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. The measurement is the median percent change in wages for these students from one year before the academic year of enrollment to one year after leaving the system.

	Statewide		SBCCD		CHC		SBVC	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent
<b>CTE Rate</b>	124,691	55.1%	1,439	53.0%	267	64.8%	1,172	50.3%
<b>Skills Builder</b>	84,768	28.2%	867	33.5%	159	31.5%	708	33.6%



Sources: Student Success Scorecard and CCCCO Data Mart