STUDENT SUCCESS SCORECARD FROM THE 2016 YEAR ENDING IN 2014-2015

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SESSION OBJECTIVES

- Briefly Review the Student Score Card Metrics and Methodology

- Review the Student Scorecard Achievements for 2016 by College

- Review the Student Scorecard Challenges for 2016 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 2009-10 to 2014-15 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 2009-10 to 2014-15 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 2009-10 to 2014-15 who achieved at least 30 units. Credit accumulation, 30 units specifically, tends to be positively correlated with completion and wage gain.

STUDENT SCORECARD COMPLETION OUTCOMES

- **Completion (SPAR)** – percentage of first-time degree and/or transfer-seeking students tracked for six years from 2009-10 to 2014-15 who completed a degree, certificate or transfer related outcomes.

- **Career Technical Education (CTE)** – Percentage of students tracked for six years from 2009-10 to 2014-15 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 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.

NEW STUDENT SCORECARD MEASURE (AVAILABLE THIS YEAR)

- 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 2012-2013 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

CRAFTON HILLS COLLEGE 2016 STUDENT SCORECARD DEMOGRAPHICS

- 53% of students are female

- 41% of students are 20-24 years old

- 45% of students are Hispanic

- 24% (n = 2,080) of Crafton students are included in all of the Student Scorecard measures

- 30% (n = 622) of the Crafton students in the most recent cohort are students who completed high school in the previous year

CRAFTON HILLS COLLEGE 2016 STUDENT SCORECARD [ACHIEVEMENTS](#)

- Crafton students made in improvements in every 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
Persistence	72.9	75.9	+3.0	Yes
30 Unit Completion Rate	60.8	65.1	+4.3	Yes
Completion Rate (SPAR)	39.0	40.4	+1.4	Yes
Remedial Rate English	48.7	50.2	+1.5	Yes
Remedial Rate Math	30.1	36.0	+5.9	Yes
CTE Rate	48.9	51.4	+2.5	Yes

CRAFTON HILLS COLLEGE 2016 STUDENT SCORECARD <u>ACHIEVEMENTS</u> (CONTINUED)

- Crafton Hills College has exceeded it's targets for the Math and English Remedial Rates

- When compared to Inland Empire Community Colleges (n = 9) Crafton ranks number 2 for the Math Remedial Rate and number 1 for the highest English Remedial Rate

- When compared to Inland Empire Community Colleges (n = 9) Crafton ranks number 4 for the CTE Completion Rate and number 3 for the Completion Rate (i.e. SPAR)

- Crafton's Student Scorecard measures are higher than the entire State for Persistence, the math remedial rate, and the English remedial rate

- All Crafton students, African American Crafton students, and Hispanic Crafton students have the highest course success and retention rate combined in the Inland Empire when compared to all of the other Inland Empire community college students

CRAFTON HILLS COLLEGE 2016 STUDENT SCORECARD CHALLENGE 1

- African American and Hispanic students have consistently been identified as groups that are disproportionately impacted in math and English remedial rate improvement

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$_{iii}$ (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

SAN BERNARDINO VALLEY COLLEGE 2016 STUDENT SCORECARD DEMOGRAPHICS

- 56% of students are female

- 37% of students are 20-24 years old

- 64% of students are Hispanic

- 23% (n = 4,810) of San Bernardino students are included in all of the Student Scorecard measures

- 20% (n = 968) of the San Bernardino students in the most recent cohort are students who completed high school in the previous year

SAN BERNARDINO VALLEY COLLEGE 2016 STUDENT SCORECARD ACHIEVEMENTS

- San Bernardino students made in improvements in 5 out of the 6 areas 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
Persistence	68.5	70.2	+1.7	Yes
30 Unit Completion Rate	57.0	57.5	+0.5	Yes
Completion Rate (SPAR)	33.9	35.4	+1.5	Yes
Remedial Rate English	33.0	35.0	+2.0	Yes
Remedial Rate Math	31.6	31.3	-0.3	No
CTE Rate	41.5	47.1	+5.6	Yes

SAN BERNARDINO VALLEY COLLEGE 2016 STUDENT SCORECARD ACHIEVEMENTS (CONTINUED)

- San Bernardino Valley College has exceeded its targets for the English Remedial and CTE Completion Rates

- San Bernardino Valley College is above the state average for success in Remedial Math

- 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, and the largest increases have been for African-American and Hispanic students.

SAN BERNARDINO VALLEY COLLEGE 2016 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 2016 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.
  - 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)

SAN BERNARDINO VALLEY HILLS COLLEGE 2016 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 rates among prepared students.

SAN BERNARDINO VALLEY COLLEGE 2016 STUDENT SCORECARD STRATEGIES TO ADDRESS CHALLENGE 2 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
  - Promote student activities to engage students in student life

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