

Student Success Scorecard Data (In Detail) 2015 (2008-09 to 2013-2014)

Prepared and Presented by:

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

Dr. Giovanni Sosa, Interim Dean of Institutional Effectiveness, Research, & Planning

Dr. Keith Wurtz, Dean, Interim Executive Director of Institutional Effectiveness, Research & Planning

Session Objectives

- Review the Student Success Chapter from the Community College League of California Trustee Handbook
- Review data specific questions received by the SBCCD Governing Board
- Discuss the data in relation to the questions
- Generate additional questions for the next Ad Hoc Student Success Meeting

CCLC Trustee Handbook

Chapter 18: Student Success and Education Policy

- Board Responsibilities

- Provide and expect a strategic focus on access, equity and student success
 - Recognize that it may take years to change the culture of a college
 - Ensure that spending priorities are aligned with the student access, equity and success goals
 - Developing a policy on student success involves administrators, faculty, staff, and students and is within the purview of the Academic Senate
- Build a culture of evidence and a climate for innovation and creativity
 - Support and expect college employees to use data in decision-making,
 - to risk innovatively,
 - and to be willing to shift when programs don't work well.

CCLC Trustee Handbook

Chapter 18: Student Success and Education Policy

- Board Responsibilities
 - Expect effective education
 - Key principles of effective education...
 - Intensive student engagement in learning
 - High expectations for students
 - Focus on student readiness
 - Make effective practice mandatory for students
 - Protect academic freedom – Boards set policies that protect academic freedom

Feedback Received from the SBCCD Governing Board

- What is the number of those that do not qualify for this measurement (CTE)?
Slide 4
- What percentage of first time English students are recently out of high school vs returning adults? Slide 5
- How can Trustees make decisions that impact the outcome of the score cards?
- Would like to see a comparison of the data from the year before. Slide 11 and 30
- Convert percentages into number of students represented. Slide 20 and 40
- Provide the dollar investment for each program per student. Slide 20 and 40
- Slide 26 should be used for the Ad Hoc Committee to review.
- Could you review and explain the decline in 06-07 CTE completion on slide 31.
- Which CTE programs are posing the challenges for African Americans? Slide 33

Slide 4 – The number of students who do not qualify for the Student Scorecard Completion Outcomes

Completion Outcome	Total Students	Total In Cohort	Number <u>Not</u> Qualified for Cohort	Percent <u>Not</u> Qualified for Cohort
Degree/Transfer Completion (SPAR)				
Crafton Hills College	9,339	1,176	8,163	87.4%
San Bernardino Valley College	22,494	2,083	20,411	90.7%
CTE Completion				
Crafton Hills College	9,339	462	8,877	95.1%
San Bernardino Valley College	22,494	1,684	20,810	92.5%

- **Completion (SPAR)** – percentage of first-time degree and/or transfer-seeking students tracked for six years from 2008-09 to 2013-14 who completed a degree, certificate or transfer related outcomes.
- **Career Technical Education (CTE)** – Percentage of students tracked for six years from 2008-09 to 2013-14 who completed several courses classified as career technical education (or vocational) in a single discipline and completed a degree, certificate or transfer related outcome.

Slide 5 – Percentage of first time English students who are recently out of high school vs returning adults

College	Number in English Cohort	Number First-Time	Number Returning	Percent Returning
Crafton Hills College	1,002	450	552	55%
San Bernardino Valley College	2,150	745	1,405	65%

Note: First-time students in the 2008-2009 academic year were identified by determining each students last year in high school and whether or not they graduated from high school or earned a GED in the same year. This was done for 2008 because the cohort for English was identified in the 2008-2009 academic year.

How can trustees make decisions that impact the outcome of the score cards?

- Focus on policies that ensure that the District is engaged in planning processes to inform decision-making
- In general, focus on supporting programs and strategies through policies that have been supported by internal and external research
- Specifically, focus on supporting the programs through policies listed in the presentations. Research has consistently indicated that these programs make a difference in students' lives.
- Support programs through policies that require/encourage students completing math and English first. These are the best predictors of the student scorecard measures.

Slides 11 and 30 - Comparison of data from
prior years

Slide 11 – SBVC Overall Persistence from 2004-05 to 2009-10 to 2008-09 to 2013-14

Persistence Overall	2004-05 to 2009-10		2005-06 to 2010-11		2006-07 to 2011-12		2007-08 to 2012-13		2008-09 to 2013-14	
	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate
All	1,477	67.1%	1,470	66.6%	1,534	65.1%	1,717	64.0%	2,083	68.5%
African American	278	65.1%	274	63.5%	275	52.0%	285	64.6%	347	63.7%
American Indian/Alaska Native	Suppressed	66.7%	Suppressed	60.0%	15	86.7%	10	60.0%	25	64.0%
Asian	74	71.6%	75	73.3%	63	69.8%	99	67.7%	83	68.7%
Filipino	34	64.7%	22	68.2%	22	68.2%	33	57.6%	40	77.5%
Hispanic	744	67.9%	743	65.9%	783	68.8%	904	66.2%	1,129	69.7%
Pacific Islander	12	83.3%	12	75.0%	10	60.0%	18	55.6%	14	57.1%
White	243	62.6%	220	66.8%	255	67.5%	273	57.9%	306	68.0%

Slide 11 - SBVC Overall 30 Units from 2004-05 to 2009-10 to 2008-09 to 2013-14

30 Units Overall	2004-05 to 2009-10		2005-06 to 2010-11		2006-07 to 2011-12		2007-08 to 2012-13		2008-09 to 2013-14	
	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate
All	1,477	59.3%	1,470	59.5%	1,534	58.3%	1,717	57.4%	2,083	57.0%
African American	278	54.7%	274	54.4%	275	52.0%	285	51.6%	347	47.6%
American Indian/Alaska Native	Suppressed	55.6%	Suppressed	60.0%	15	93.3%	10	30.0%	25	48.0%
Asian	74	59.5%	75	70.7%	63	58.7%	99	64.6%	83	61.4%
Filipino	34	61.8%	22	59.1%	22	77.3%	33	63.6%	40	62.5%
Hispanic	744	58.1%	743	59.2%	783	59.1%	904	58.5%	1,129	57.8%
Pacific Islander	12	75.0%	12	58.3%	10	50.0%	18	72.2%	14	42.9%
White	243	64.2%	220	62.7%	255	63.9%	273	56.8%	306	62.4%

Slide 11 - SBVC Overall Remedial English from 2004-05 to 2009-10 to 2008-09 to 2013-14

Remedial English	2004-05 to 2009-10		2005-06 to 2010-11		2006-07 to 2011-12		2007-08 to 2012-13		2008-09 to 2013-14	
	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate
All	1,893	31.0%	1,732	31.8%	1,807	31.5%	1,926	32.1%	2,150	33.0%
African American	469	24.9%	406	23.6%	389	25.2%	416	23.1%	431	26.0%
American Indian/Alaska Native	19	26.3%	Suppressed	12.5%	16	31.3%	12	8.3%	23	13.0%
Asian	80	41.3%	61	49.2%	73	38.4%	90	51.1%	76	43.4%
Filipino	44	38.6%	21	52.4%	33	42.4%	28	32.1%	36	50.0%
Hispanic	858	31.8%	851	31.7%	919	31.7%	991	30.5%	1,145	33.0%
Pacific Islander	16	43.8%	20	30.0%	Suppressed	33.3%	19	36.8%	12	25.0%
White	306	35.0%	243	38.7%	265	38.5%	276	44.2%	327	38.8%

Slide 11 - SBVC Overall Remedial Math from 2004-05 to 2009-10 to 2008-09 to 2013-14

Remedial Math	2004-05 to 2009-10		2005-06 to 2010-11		2006-07 to 2011-12		2007-08 to 2012-13		2008-09 to 2013-14	
	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate
All	1,776	26.4%	1,741	28.3%	1,869	31.5%	1,891	30.4%	2,254	31.6%
African American	441	18.1%	389	21.1%	445	19.8%	404	20.5%	499	23.0%
American Indian/Alaska Native	17	41.2%	12	33.3%	15	46.7%	13	0.0%	21	23.8%
Asian	63	39.7%	43	41.9%	55	47.3%	70	40.0%	60	48.3%
Filipino	32	21.9%	23	26.1%	34	50.0%	29	31.0%	27	44.4%
Hispanic	816	27.3%	853	29.4%	899	34.1%	959	32.4%	1,145	31.9%
Pacific Islander	10	10.0%	17	41.2%	10	50.0%	16	18.8%	10	20.0%
White	316	31.0%	293	32.4%	288	33.0%	294	36.1%	372	37.4%

Slide 30 – CHC Overall Persistence from 2004-05 to 2009-10 to 2008-09 to 2013-14

Persistence Overall	2004-05 to 2009-10		2005-06 to 2010-11		2006-07 to 2011-12		2007-08 to 2012-13		2008-09 to 2013-14	
	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate
All	947	69.3%	989	72.8%	1,033	69.5%	1,075	70.4%	1,176	72.9%
African American	33	75.8%	31	77.4%	26	73.1%	46	65.2%	48	64.6%
American Indian/Alaska Native	11	54.5%	13	69.2%	10	80.0%	12	75.0%	13	61.5%
Asian	43	74.4%	26	84.6%	36	66.7%	29	69.0%	38	76.3%
Filipino	12	75.0%	Suppressed	71.4%	17	82.4%	23	47.8%	10	80.0%
Hispanic	255	69.0%	243	75.7%	248	70.2%	287	69.0%	358	77.7%
Pacific Islander	11	45.5%	Suppressed	83.3%	Suppressed	0.0%	Suppress	66.7%	Suppressed	33.3%
White	524	69.8%	570	71.8%	600	69.5%	599	72.8%	607	71.7%

Slide 30 - CHC Overall 30 Units from 2004-05 to 2009-10 to 2008-09 to 2013-14

30 Units Overall	2004-05 to 2009-10		2005-06 to 2010-11		2006-07 to 2011-12		2007-08 to 2012-13		2008-09 to 2013-14	
	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate
All	947	63.5%	989	62.7%	1,033	64.6%	1,075	62.6%	1,176	60.8%
African American	33	63.6%	31	54.8%	26	69.2%	46	52.2%	48	50.0%
American Indian/Alaska Native	11	72.7%	13	61.5%	10	80.0%	12	66.7%	13	61.5%
Asian	43	65.1%	26	65.4%	36	58.3%	29	72.4%	38	73.7%
Filipino	12	66.7%	Suppressed	100.0%	17	64.7%	23	65.2%	10	60.0%
Hispanic	255	62.7%	243	61.7%	248	64.1%	287	61.3%	358	62.6%
Pacific Islander	11	36.4%	Suppressed	50.0%	Suppressed	0.0%	Suppressed	66.7%	Suppressed	66.7%
White	524	63.2%	570	63.5%	600	64.8%	599	64.1%	607	60.8%

Slide 30 - CHC Overall Remedial English from 2004-05 to 2009-10 to 2008-09 to 2013-14

Remedial English	2004-05 to 2009-10		2005-06 to 2010-11		2006-07 to 2011-12		2007-08 to 2012-13		2008-09 to 2013-14	
	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate
All	1,082	42.6%	1,003	41.3%	997	43.7%	1,095	41.8%	1,002	48.7%
African American	57	29.8%	46	17.4%	41	26.8%	57	35.1%	38	39.5%
American Indian/Alaska Native	Suppressed	44.4%	12	58.3%	16	50.0%	12	50.0%	Suppressed	50.0%
Asian	43	55.8%	29	48.3%	37	54.1%	42	64.3%	42	47.6%
Filipino	23	30.4%	Suppressed	87.5%	18	33.3%	22	50.0%	13	53.8%
Hispanic	319	35.4%	308	35.7%	301	40.5%	347	38.3%	350	48.3%
Pacific Islander	10	20.0%	Suppressed	50.0%	Suppressed	50.0%	Suppressed	42.9%	Suppressed	0.0%
White	557	47.6%	515	44.9%	508	45.3%	538	44.4%	495	50.3%

Slide 30 - CHC Overall Remedial Math from 2004-05 to 2009-10 to 2008-09 to 2013-14

Remedial Math	2004-05 to 2009-10		2005-06 to 2010-11		2006-07 to 2011-12		2007-08 to 2012-13		2008-09 to 2013-14	
	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate
All	973	24.7%	817	29.1%	890	32.6%	926	32.6%	999	30.1%
African American	56	12.5%	44	25.0%	48	16.7%	49	26.5%	60	15.0%
American Indian/Alaska Native	13	46.2%	13	30.8%	13	38.5%	Suppressed	25.0%	12	25.0%
Asian	22	27.3%	25	24.0%	19	42.1%	19	52.6%	28	46.4%
Filipino	Suppressed	44.4%	Suppressed	33.3%	14	42.9%	10	40.0%	14	7.1%
Hispanic	262	21.4%	233	27.0%	238	31.1%	280	27.9%	329	29.5%
Pacific Islander	Suppressed	33.3%	Suppressed	33.3%	Suppressed	0.0%	Suppressed	0.0%	Suppressed	28.6%
White	547	26.0%	427	30.2%	489	35.6%	488	35.9%	479	33.0%

Slides 20 (SBVC) and 40 (CHC) – Show total number of students impacted by each program, cost of program, and cost per student.

Slide 20 (SBVC) – Show total number of students impacted by each program, cost of program, and cost per student.

Program Name	Course success rate for program				Course success rate for campus
	%	#	Cost	Cost/Stu	%
CARE*	77%	42	124,445	\$2,963	65%
EOP&S	72%	700	854,472	\$1,221	65%
Puente	70%	30	18,885	\$629	65%
STAR	70%	200	220,000	\$1,100	65%
Tumaini	53%	30	23,885	\$796	65%
Valley Bound	67%	215	300,00	\$1,395	65%
MCHS	90%	236	88,000*	\$339	65%

Note: “%” is the percent successful. “#” refers to the number of students in the program, “Cost” refers to the annual cost of implementing the program, and “Cost/Stu” is the annual cost of the program divided by the number of students in the program.

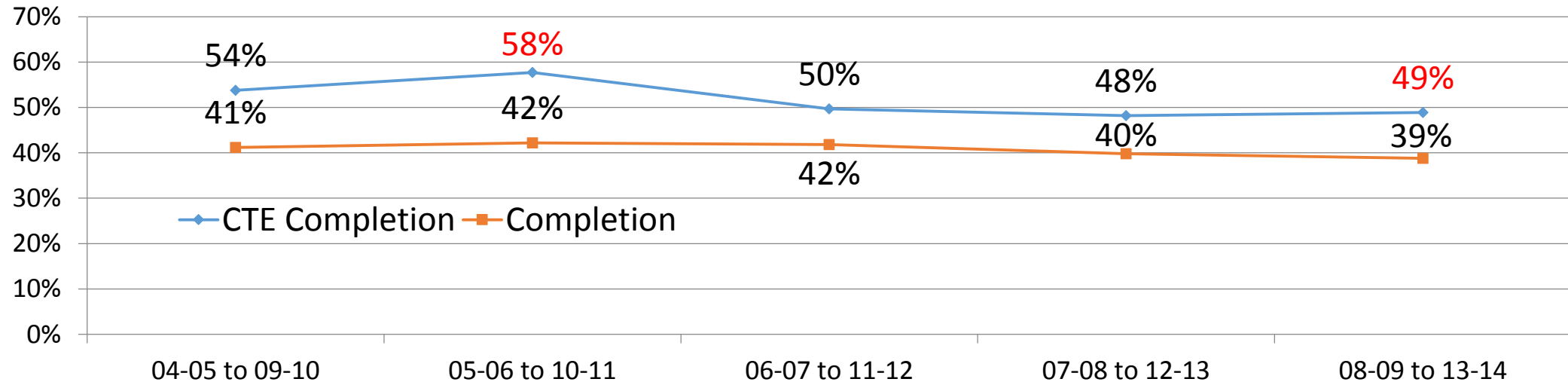
*Middle College is a partnership. The amount stated here refers only to the SBVC portion of the partnership. Nearly all programs on the list have higher success rates than the campus average. The cost for MCHS is deceptively low because the SBCUSD carries the largest financial load.

Slide 40 (CHC) – Show total number of students impacted by each program, cost of program, and cost per student.

Program Name	Course success rate for program				Comparison Group Success Rate
	%	#	Cost	Cost/Stu	%
Left Lane	75%	393	\$115,554	\$294	67%
Supplemental Instruction: STEM	75%	281	\$34,698	\$124	60%
Supplemental Instruction: Title V	76%	100	\$7,686	\$77	57%
SOAR	81%	453	\$26,713	\$59	70%
STEM Counseling	84%	181	\$34,747	\$192	73%
EOPS	75%	468	\$369,961	\$791	73%
ISEEK (San Manuel)	81%	67	\$90,000	\$1,343	76%
Compressed Courses	75%	4,592	None	None	69%
Tutoring Center	78%	2,343	\$563,033	\$240	66%

Note: “%” is the percent successful. “#” refers to the number of students in the program, “Cost” refers to the annual cost of implementing the program, and “Cost/Stu” is the annual cost of the program divided by the number of students in the program.

Slide 31 (CHC) – Explain the decline in the Completion Rate from 05-06 to 10-11 to 08-09 to 13-14



- The decline is from 58% in the 05-06 cohort to 49% in the 08-09 cohort, which is statistically significant or a substantial decline.
- The decline from 58% to 49% is statistically significant ($p = .011$) and substantial ($ES = .18$).
- The CTE completion rate for the 0506 cohort changed in the 2015 reporting year from 60% to 58%. Some of the other numbers changed as well.
- Male students had a statistically significant ($p = .043$) and substantial ($ES = .18$) decline from 55% to 46%
- Students who were 25 years old or older had a statistically significant ($p = .008$) and substantial ($ES = .31$) decline from 55% to 46%
- Caucasian students had a statistically significant ($p = .008$) and substantial ($ES = .23$) decline from 55% to 46%
- Many factors could account for the decline in these rates, including decreased course offerings that took place from 2009 to 2013, potentially hindering such students from reaching the point of completion.

Slide 33 (CHC) – CTE programs where African American students have a substantially lower course success rate

Ethnicity	CTE
Overall	48.9
African American	28.6
Native American	42.9*
Asian	58.8
Filipino	50.0
Hispanic	51.8
Pacific Islander*	80.0
White	48.4

Program	14-15 # Stu	14-15 African American Course Success Rate	14-15 Overall Course Success Rate	Disproportionate Impact
CIS	28	55%	65%	No
EMT	8	74%	88%	No
EMT – Paramedic	1	100%	90%	No
Fire Academy	1	100%	96%	No
Fire Technology	5	50%	78%	Yes
RADTECH	2	100%	100%	No
Respiratory	3	92%	92%	No

- There were only 21 African American students in the 2008-09 to 2013-14 CTE Completion Rate Cohort
- Very small number of African American students and not large enough to generalize to larger population