



Revised 12/1/15

Student Success Scorecard Data
from
ARCC 2.0
2015 Year Ending in 2013-2014

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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 **Remedial (English and Math)** – Percentage of credit students tracked for six years from 2008-09 to 2013-14 who started below transfer level in English, mathematics, and/or ESL and completed a college-level course in the same discipline.
- o **Persistence** – Percentage of first-time degree and/or transfer-seeking students tracked for six years from 2008-09 to 2013-14 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 **30 Units** – Percentage of first-time degree and/or transfer seeking students tracked for six years from 2008-09 to 2013-14 who achieved at least 30 units. Credit accumulation, 30 units specifically, tends to be positively correlated with completion and wage gain.



ARCC 2.0 Completion Outcomes

- o **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.
- o **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.

ARCC 2.0 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

- o Career Skills Builder Students
 - o 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

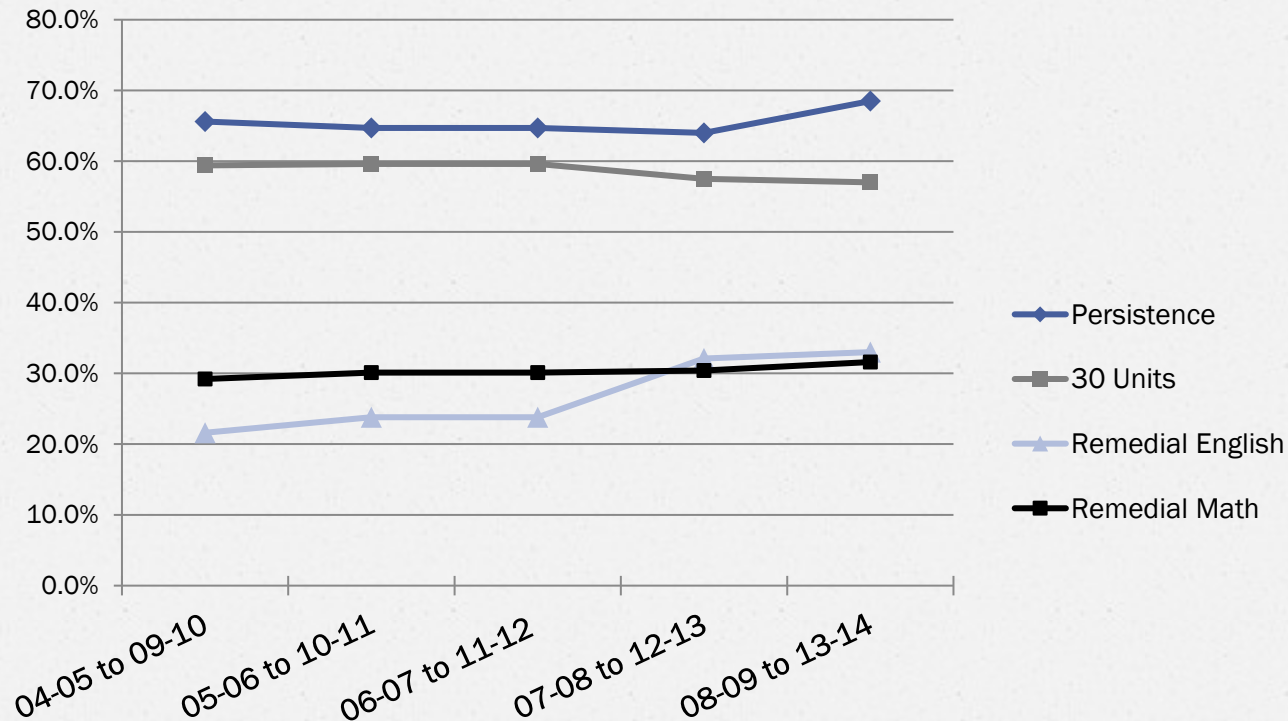
San Bernardino Valley College



San Bernardino Valley College

- o Student Success Scorecard data supports goal setting in several campus planning documents:
 - o Strategic Plan
 - o Educational Master Plan
 - o Student Equity Plan
 - o Basic Skills Plan
 - o Student Success Plan
 - o Enrollment Management Plan
- o The scorecard provides a basis to focus on specific content areas and the needs of specific student sub-groups.

SBVC ARCC 2.0 Momentum-Point Rates



Persistence made a noticeable increase. Math and English rates continue to improve. Math success is higher than the state average and significantly higher than peer campuses. The 30 units completion rate declined, due primarily to the section cuts for this cohort.

SBVC Momentum-Point Rates by Gender

Gender	Persistence	30 Units	English	Math
Overall	68.5%	57.0%	33.0%	31.6%
Female	69.5%	58.6%	34.4%	32.5%
Male	67.6%	55.1%	30.8%	30.2%

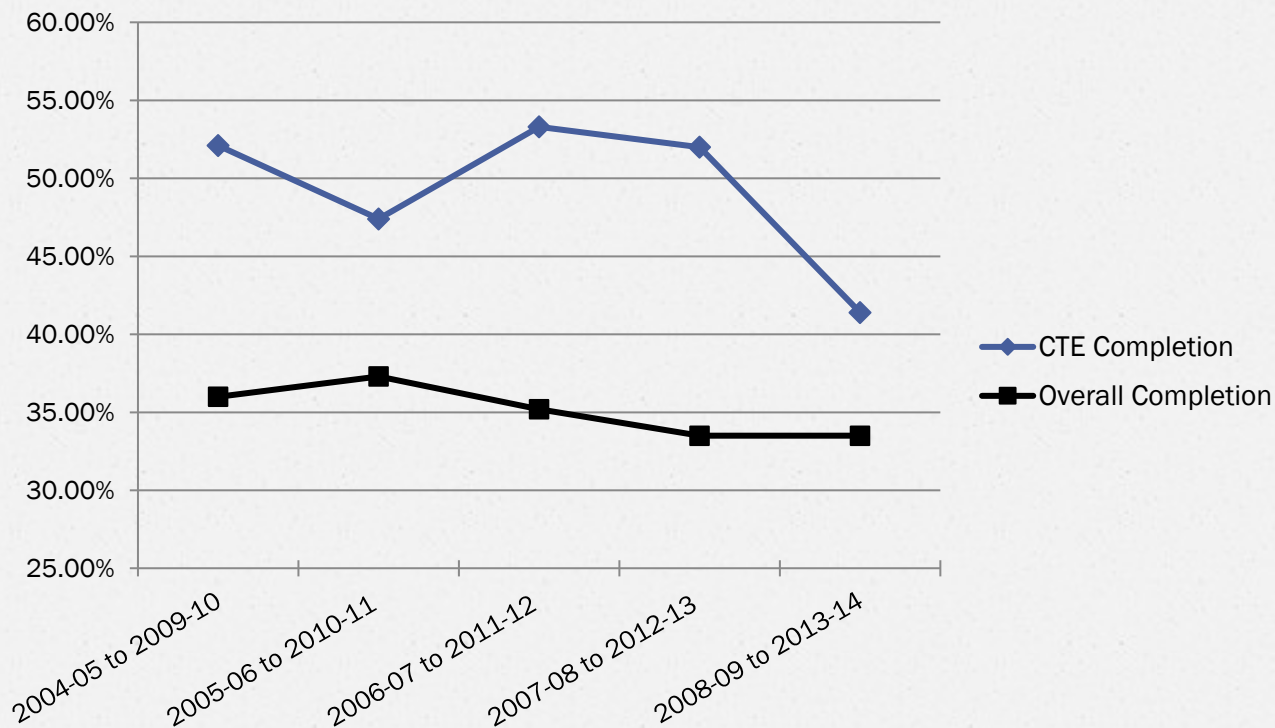
- No significant achievement gaps exists between men and women, but women do slightly better on every measure.

SBVC Momentum-Point Rates by Ethnicity

Ethnicity	Persistence	30 Units	English	Math
Overall	68.5%	57.0%	33.0%	31.6%
African American	63.7%	47.6%	26.0%	23.0%
Native American*	64.0%	48.0%	13.0%	23.8%
Asian	68.7%	61.4%	43.4%	48.3%
Filipino*	77.5%	62.5%	50.0%	44.4%
Hispanic	69.7%	57.8%	33.0%	31.9%
Pacific Islander*	57.1%	42.9%	25.0%	20.0%
White	68.0%	62.4%	38.8%	37.4%

Red circles identify disproportionate impact levels (less than 80% of the highest performing group.) Ethnic groups with small counts were not used for high performing reference groups.

SBVC Completion Rates



- The decline in completion the rate for CTE is largely due to a lack of adequate advising that followed several full-time faculty retirements.

Completion Rates by Gender

Gender	CTE	Completion
Overall	41.4%	33.5%
Female	50.2%	34.3%
Male	34.8%	32.7%

Women are completing Career Technical Education (CTE) programs at a higher rate than men. This is largely due to the high completion rates in nursing and child development programs where women are the majority .

SBVC Completion Rates by Ethnicity

Ethnicity	Completions	CTE
Overall	33.5%	41.4%
African American	32.6%	45.8%
Native American*	24.0%	30.4%
Asian	44.6%	59.4%
Filipino*	37.5%	71.9%
Hispanic	30.4%	40.3%
Pacific Islander*	21.4%	62.5%
White	42.5%	35.1%

(*) Asterisk identifies groups with very small populations
Groups with small counts were not used as references.

SBVC Improvement Rates Over Prior Year

ARCC Outcome	07- 08 to 12-13	08- 09 to 13-14	Improvement over Prior Year
Persistence	64.0%	68.5%	+4.5%
30 Unit Completion Rate	57.5%	57.0%	-0.5%
Completion Rate	33.5%	33.5%	0%
Remedial Rate English	32.1%	33.0 %	+0.9%
Remedial Rate Math	30.4%	31.6%	+1.2%
CTE Rate	52.0%	41.4%	-10.6%

Red circle identifies the measures with the largest change between cohort years—
Increase in Persistence and decline in CTE Rate

SBVC Rates Compared to State

ARCC Outcome	2008- 09 to 2013 -14		SBVC rates compared to the State
	State	SBVC	
Persistence	71.7%	68.5%	-3.2
30 Unit Completion Rate	66.5%	57.0%	-9.5
Completion	46.8%	33.5%	-13.3
Remedial Rate Math	31.0%	33.0 %	+2.0
Remedial Rate English	43.4%	31.6%	-11.8
CTE Rate	49.9%	41.4%	-8.5

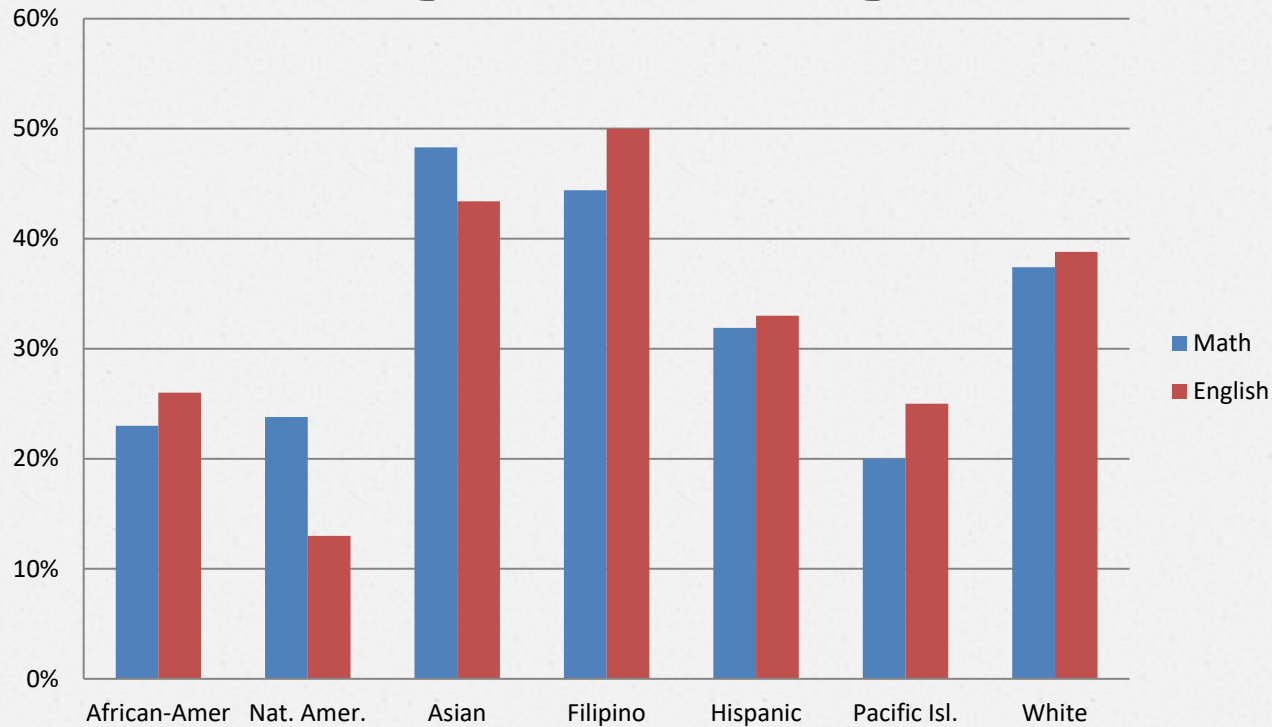
Success rates in math are 2% points higher than the state average and SBVC is significantly above its peer group average in Math.

SBVC Completion Rate Examined Further (by cohort year)

Completion	2004-05	2005-06	2006-07	2007-08	2008-09
Overall	1,477	1,470	1,534	1,718	2,083
	36.0%	37.3%	35.2%	33.5%	33.5%
College Prepared	128	143	155	143	183
	60.9%	58.7%	54.2%	58.7%	55.7%
Unprepared (Remedial)	1,349	1,327	1,379	1,575	1,900
	33.7%	35.0%	33.1%	31.2%	31.4%

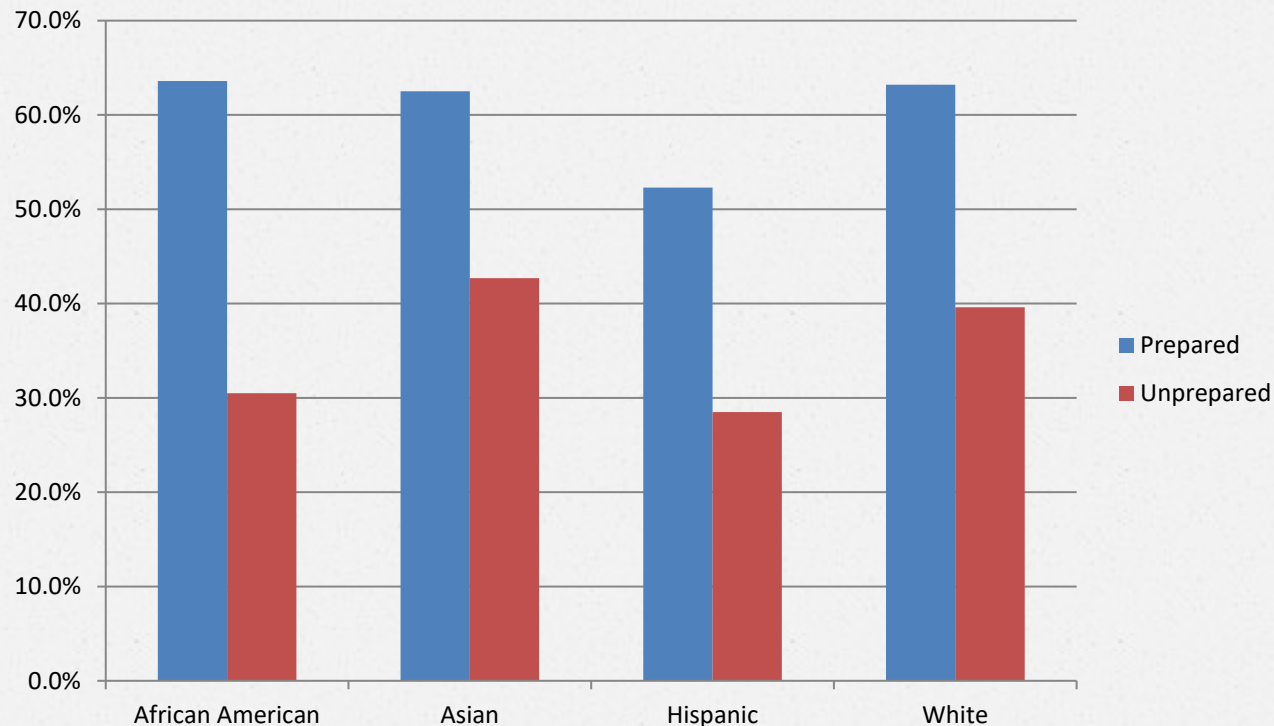
Completion rates have declined for prepared students. Success rates have increased slightly for unprepared students. The Overall rate remains unchanged from last year.

Success in Math and English by Ethnicity



Success rates are higher in English for all groups except Asian and Native American students. Native Americans, Pacific Islanders and Filipinos have very low enrollment –their measures have reduced validity. Asian, Filipino, and White students have the highest success rates.

Success Differences Between Prepared and Unprepared Students by Ethnicity



Prepared student represent less than 10% of the cohort. They show significantly higher success rates in all ethnic groups. Unprepared Asian students have the highest success rates.

Current support programs are helping.

Program Name	Course success rate for program	Course success rate for campus	Course retention rate for program	Course retention rate for campus
CARE*	77%	65%	91%	88%
EOP&S	72%	65%	90%	88%
Puente	70%	65%	93%	88%
STAR	70%	65%	87%	88%
Student Success Center	73%	65%	90%	88%
Tumaini	53%	65%	90%	88%
Valley Bound	67%	65%	93%	88%
MCHS	90%	65%	99%	88%

These programs need regular review and assessment. These data are from 2014 - 15.

*2012 - 13 data

Successful Strategies Supported by SBVC Research

Strategy	Program /Service	Outcome
Increase full-time enrollment	<ul style="list-style-type: none">-First-year experience programs-Improved F/A service-Outreach for students to enroll directly after HS graduation	<ul style="list-style-type: none">-Increase persistence-Increased 30 unit rate-Increased completions
Improve success in developmental and basic skills courses	<ul style="list-style-type: none">-Writing lab-Reading lab-Student success center-Non-credit ESL courses	<ul style="list-style-type: none">-Higher success rates in English and math
Increase participation in learning communities	<ul style="list-style-type: none">-Student cohorts taking courses together-Targeted counseling-Required tutoring	<ul style="list-style-type: none">-Higher completion rates

Ongoing Strategies to Supported SBVC Student Success

Strategy	Program /Service	Outcome
Promote transfer to Historically Black Colleges and Universities (HBCUs)	Invite representative to campus Promote transfer through the transfer center	Higher transfer rates
Increase success rates in basic skills English and reading	Supplemental Instruction Linked courses Contextual learning Faculty directed tutoring	Greater success in upper-division courses
Promote student engagement through Arts and Lectures	Guest speakers Cultural programs	Higher levels of student engagement Higher persistence

New and Innovative Approaches to Support Student Success

Strategy	Program /Service	Outcome
Job placement and employment tracking	Exploring job placement tracking software	Increased success rates in CTE programs
Outreach to students who break enrollment	Phone surveys with students who discontinue enrollment to identify reasons	Increase program completion rates.
Support students with special needs	Guardian Scholars Program to support foster youth Dreamers/AB540 Center Veteran's center	Increase success rates

New and Innovative Approaches to Support Student Success

Strategy	Program /Service	Outcome
Increase support to and outreach for STEM Programs	Outreach activities : Women/men in math STEMAPALOOZA STEM support programs	Higher STEM enrollment Higher course success rates Higher graduation rates Higher transfer rates
Expand tutoring hours	Exploring the use of a 24 hr. tutoring service. Expand campus tutoring services	Increase overall course success rate
Expand partnership	UCR & CSUSB STEM programs, e.g., HSI-STEM, USDA, and NSF grants Water treatment program	Higher graduation rates Higher CTE completion rates

New and Innovative Approaches to Support Student Success

Strategy	Program /Service	Outcome
Textbook bank for overnight textbook use	Exploring 24 hr. textbook loan	Higher retention
Strengths Quest Assessment	Hope accounts for 30% of course and program success	Higher persistence Higher completion rates
Professional Development	Basic skills workshop for faculty (4 - 6) to provide interdisciplinary training	Develop teaching skills to integrate basic skills development across disciplines

How can trustees help SBVC?

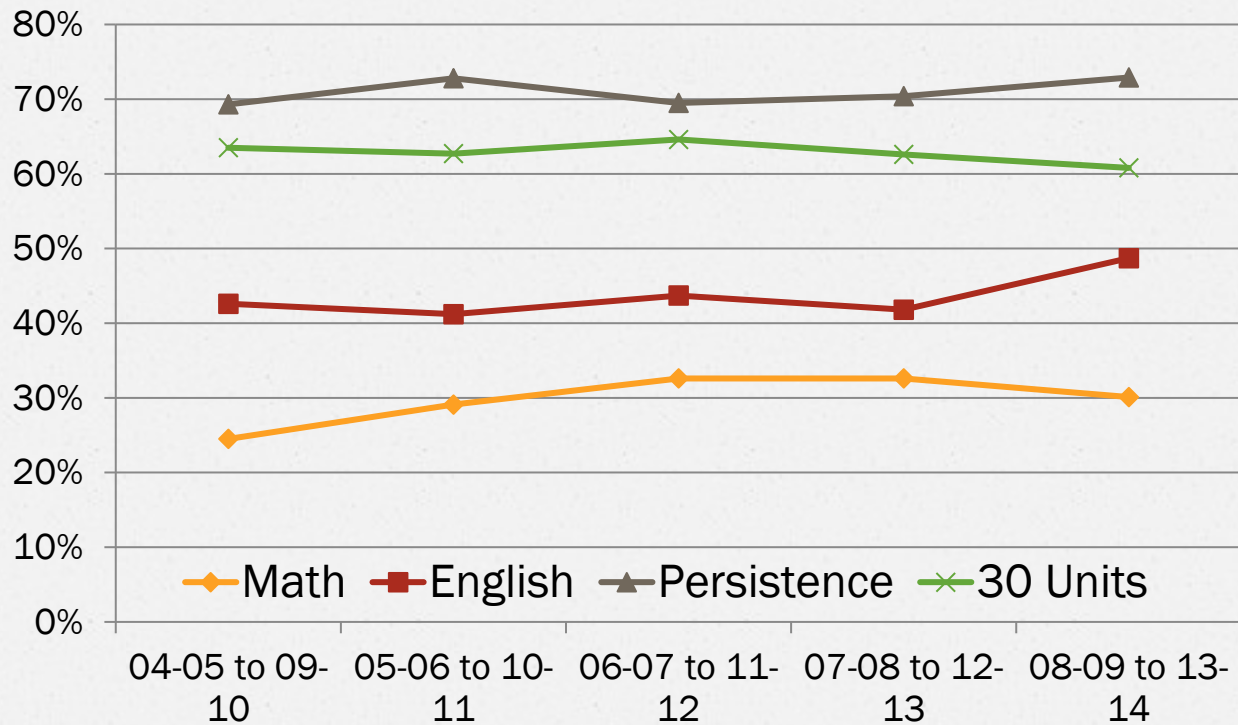
- o Continue to support grant development
- o Support innovative activities and programs on our campus
- o Support exploring the development of alternative modalities:
 - o Online courses
 - o Courses offered at satellite locations
 - o Non-credit ESL
- o Continue to support our diverse set of student support programs
- o Support other innovative programs and partnerships:
 - o Accelerated course model for basic skills
 - o Supplemental Instruction
 - o Tutoring
 - o Professional development for faculty (SI, Online, SLOs, Technology)
 - o Partnerships with K-12 and 4-year colleges

Crafton Hills College



Crafton ARCC 2.0

Momentum-Point Rates



CHC Momentum-Point Rates by Gender

Gender	Math	English	Persistence	30 Units
Overall	30.1	48.7	72.9	60.8
Female	33.8	53.3	74.3	62.9
Male	25.1	43.1	71.6	58.6

- The percentages reflect the percent of students in the six year cohort who completed each momentum point
- Males appear to struggle slightly more with improving in math than females.
- The other differences are not substantially different from each other.

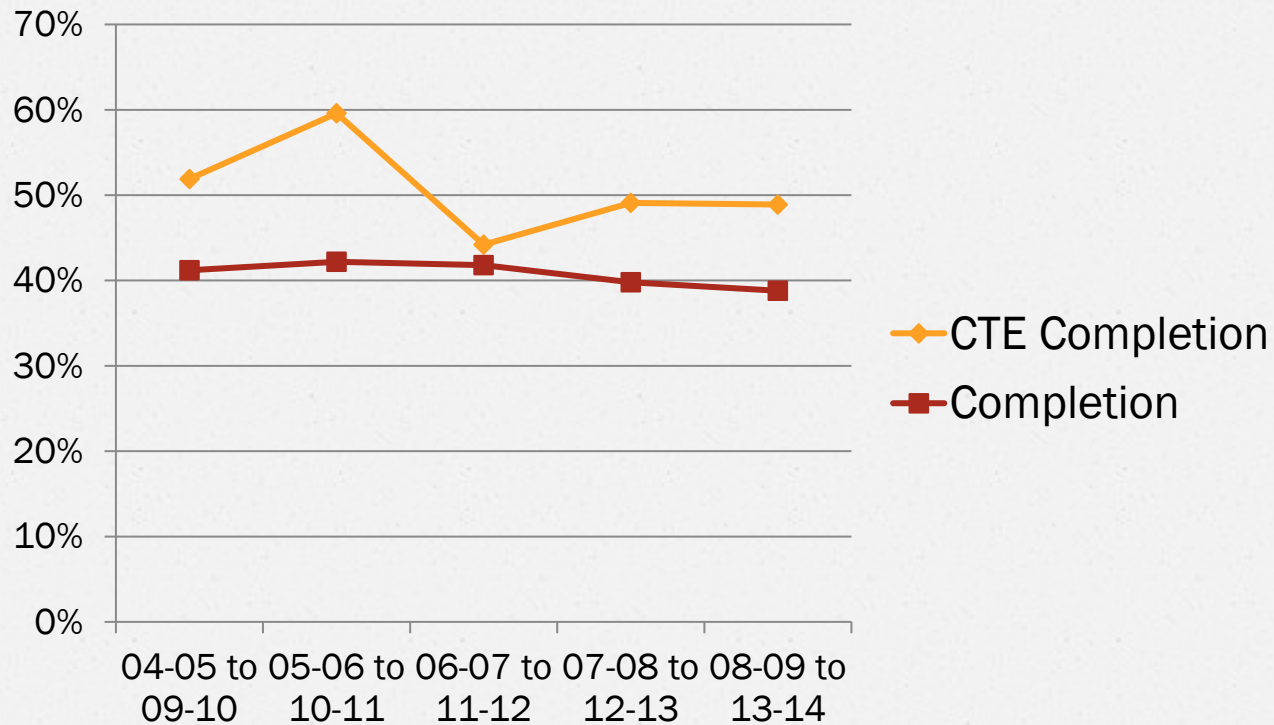
CHC Momentum-Point Rates by Ethnicity

Ethnicity	Math	English	Persistence	30 Units
Overall	30.1	48.7	72.9	60.8
African American	39.5	39.5	64.6	50.0
Native American	50.0*	50.0*	61.5*	61.5
Asian	46.4	47.6	76.3	73.7
Filipino	7.1**	53.8	80.0	60.0
Hispanic	29.5	48.3	77.7	62.6
Pacific Islander*	28.6	0.0	33.3	66.7
White	33.0	50.3	71.7	60.8

*Cohort fewer than 10 students.

**Only 14 students are included in the cohort.

Crafton ARCC 2.0 Completion Rates



CHC Completion Rates by Gender

Gender	CTE	Completion
Overall	48.9	38.8
Female	54.9	41.2
Male	45.6	35.4

- Males appear to struggle more with both the completion and CTE improvement rates than females.

CHC Completion Rates by Ethnicity

Ethnicity	CTE	Completion
Overall	48.9	38.8
African American	28.6	47.9
Native American	42.9*	38.5
Asian	58.8	44.7
Filipino	50.0	20.0**
Hispanic	51.8	34.9
Pacific Islander*	80.0	33.3
White	48.4	40.2

*Cohort fewer than 10 students.

**Only 10 students are included in the cohort.

Crafton Completion Rates Over Prior Year

ARCC Outcome	07-08 to 12-13	08-09 to 13-14	% Change	Improvement over Prior Year
Persistence	70.4%	72.9%	+2.5	Yes
30 Unit Completion Rate	62.6%	60.8%	-1.8	No
Completion Rate (SPAR)	39.8%	38.8%	-1.0	No
Remedial Rate English	41.8%	48.7%	+6.9	Yes
Remedial Rate Math	32.6%	30.1%	-2.5	No
CTE Rate	49.1%	48.9%	-0.2	Same

Crafton Completion Rates Compared to State

ARCC Outcome	2007-08 to 2012-13		CHC Rate Higher than State
	State	Crafton	
Persistence	71.7%	72.9%	Yes
30 Unit Completion Rate	66.5%	60.8%	No
Completion Rate (SPAR)	46.8%	38.8%	No
Remedial Rate English	31.0%	48.7%	Yes
Remedial Rate Math	43.4%	30.1%	No
CTE Rate	49.9%	48.9%	No

Completion Rates Examined Further

Completion	2004-05	2005-06	2006-07	2007-08	2008-09
Overall	947	989	1,033	1,075	1,176
	41.2%	42.2%	41.8%	39.8%	38.8%
College Prepared	178	221	257	259	277
	62.4%	62.4%	58.8%	61.0%	55.6%
Unprepared	769	768	776	816	899
	36.3%	36.3%	36.2%	33.1%	33.6%

- Crafton extensively researched the Completion rate and learned that the largest predictor of the Completion Rate is to successfully complete transfer level math
- Information is being used to inform writing of grants, student equity, and student success plans

Crafton Student Learning and Success

Integration of Instruction/Student Services	First Year Implemented	First Year See Impact in Scorecard	Scorecard Outcome					
			Math	English	Persist	30 Unit	Completion	CTE
Fast Track Math	2013-2014	2019-2020	X		X	X	X	
Left Lane	2012-2013	2018-2019	X	X	X	X	X	
Santos Manuel	2010-2011	2016-2017	X		X			
Learning Communities	2007-2008	2013-2014			X			
Tutoring (SI, SLA)	2011-2012	2017-2018	X	X	X			

Note: The First-Year See Impact in Scorecard was estimated by calculating six years starting in the year the cohort would be identified and adding one year since the year the information is reported in the Scorecard one after the six-year cohort has ended. **In this year there was 2.5% increase in persistence.**

Crafton Student Learning and Success

Strategy	First Year Implemented	First Year See Impact in Scorecard	Scorecard Outcome					
			Math	English	Persist	30 Unit	Completion	CTE
Enhanced Transfer Programs & Services								
Title V Transfer Prep	2011-2012*	2017-2018			X	X	X	
STEM and Trek Academy	2012-2013**	2018-2019			X	X	X	
Honors Program	2012-2013	2018-2019			X	X	X	
Transfer Center	2012-2013	2018-2019						
Transfer Advocates	2012-2013	2018-2019					X	
Alignment and Partnership with K-12								
SOAR	2009-2010	2015-2016	X	X	X	X	X	
Early Assessment Program (EAP)	2012-2013	2018-2019	X	X	X	X	X	
Common Core	2014-2015	2020-2021	X	X	X	X	X	

Note: The First-Year See Impact in Scorecard was estimated by calculating six years starting in the year the cohort would be identified and adding one year since the year the information is reported in the Scorecard one after the six-year cohort has ended.

Crafton Student Learning and Success Funding Sources

Strategy	Funding Source
Integration of Instruction/Student Services	
Fast Track Math	General Fund (Cost of Offering Sections)
Left Lane	SBCCD
San Manuel	San Manuel Band of Mission Indians
Learning Communities	Title V Transfer Prep and STEM Trek Grants
Tutoring (SI, SLA)	Title V Transfer Prep and STEM Trek Grants
Enhanced Transfer Programs & Services	
Honors Program	Title V Transfer Prep Grant
Transfer Center	Title V Transfer Prep Grant
Transfer Advocates	Title V Transfer Prep Grant
Alignment and Partnership with K-12	
SOAR	Student Success, Student Equity Left Lane, San Manuel
Early Assessment Program (EAP)	
Common Core	

Current support programs are helping.

Program	Success Rate	
	Program	Comparison Group
Left Lane	74.5%	66.7%
Supplemental Instruction: STEM	74.6%	59.9%
Supplemental Instruction: Title V	75.5%	57.4%
SOAR	81.2%	69.7%
STEM Counseling	83.9%	72.5%
Occupational Programs	81.9%	73.6%
Compressed Courses	74.8%	69.1%
Tutoring Center San Manuel Students	77.1%	69.2%



Crafton Student Learning and Success

- o Assess, Measure, and Continuous Improvement
 - o Revision of QEIs to measure progress annually
 - o Updating and revising EMP

Successful Strategies Supported by Crafton Research

Strategy	Approach
Successfully complete transfer level math and English	Left Lane, SOA ³ R, New Innovation in Higher Education and Title V Pathways Grant, Fast Track Math, SI, Student Equity Plan
Enroll full-time	Left Lane
Collaboration between Instruction and Student Services	Left Lane, SOA ³ R, Transfer Prep and STEM grants, Student Success, Student Equity
Student Education Plan (SEP)	Student Success, Student Equity, Left Lane, SOA ³ R
Tutoring Center	
Accelerated Math & English	Math and English departments are exploring approaches to increase
Student engagement	Student employment on campus



Student Success Annual Effectiveness Indicators

- o Course Success
- o Course Completion (i.e. retention)
- o Degree/Certificate Completion Rate (Developing Methodology for annual measure)
- o Transfer Rate (Developing Methodology for annual measure)
- o Transfer Readiness Rate (Developing Methodology for annual measure)



How can you help Crafton?

- o Continue to support the implementation of Degree Audit systems
 - o All students need to have an SEP
 - o Help Crafton to meet the requirements of the Student Success Act by supporting the addition of more sections to meet demand
 - 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?

- o Educational Partnership Initiative (EPI) – Develops a student services portal that will customize and sequence matriculation information and activities to lead students toward successful completion of their educational goals – Includes an Educational Planning and Degree Audit system
- o Need to continue to balance incentives for growth with incentives for success

Questions?

