

Meeting of the San Bernardino Community College District Board of Trustees  
September 6, 2018 - 12:00 p.m.  
Study Session (Scorecard) Agenda

Location: SBCCD Board Room, 114 S. Del Rosa Dr., San Bernardino CA 92408

**1. CALL TO ORDER – PLEDGE OF ALLEGIANCE**

**2. PUBLIC COMMENTS ON AGENDA ITEMS**

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. PRESENTATION – SCORECARD**

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

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

**4. PUBLIC COMMENTS ON NON-AGENDA ITEMS**

**5. ADJOURN**

The next meeting of the Board: Business Meeting, 4pm, September 13, 2018

# STUDENT SUCCESS SCORECARD FROM THE 2018 YEAR ENDING IN 2016-2017

September 6, 2018

Prepared and Presented by:

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

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

# SESSION OBJECTIVES AND PURPOSE OF SCORECARD

- Objectives

- Review the Student Scorecard Achievements for 2018 by College
- Review the Student Scorecard Challenges for 2018 by College
- Review the strategies from each college that are being used to address the challenges

- Purpose

- 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



**CCCCO Student Success Scorecard Measures for CHC: 2017 and 2018**

		<b>2017 Scorecard</b>	<b>2018 Scorecard</b>	<b>Net Change</b>
<b>COMPLETION METRICS</b>	<b>Persistence</b> - Percentage of degree, certificate and/or transfer-seeking students tracked for six years who enrolled in the first three consecutive terms.			
	College Prepared	78.5%	73.4%	-5.1%
	Unprepared for College	69.4%	69.0%	-0.4%
	Overall	71.6%	70.1%	-1.5%
	<b>At Least 30 Units</b> - Percentage of degree, certificate and/or transfer-seeking students tracked for six years who achieved at least 30 units.			
	College Prepared	77.7%	70.5%	-7.2%
	Unprepared for College	62.5%	62.0%	-0.5%
	Overall	66.2%	64.2%	-2.0%
	<b>Completion</b> - Percentage of degree, certificate and/or transfer-seeking students tracked for six years who completed a degree, certificate or transfer-related outcome (transferred or transfer prepared).			
	College Prepared	70.7%	59.3%	-11.4%
	Unprepared for College	36.1%	36.5%	+0.4%
Overall	44.5%	42.3%	-2.2%	
<b>MATH &amp; ENGLISH/ESL METRICS</b>	<b>Remedial/ESL</b> - Percentage of credit students tracked for six years who first enrolled in a course below transfer level in English, mathematics, and/or ESL and completed a college-level course in the same discipline.			
	Remedial English	54.1%	54.8%	+0.4%
	Remedial ESL	--	--	--
	Remedial Mathematics	34.4%	38.8%	+4.4%
	<b>Transfer Level Achievement</b> - The percent of first-time students who complete a transfer-level course in Math or English in their first or second year.			
	Transfer Level English – 1 <sup>st</sup> Year	38.7%	42.2%	+3.5%
	Transfer Level English – 2 <sup>nd</sup> Year	61.1%	60.3%	-0.8%
	Transfer Level Math – 1 <sup>st</sup> Year	16.4%	17.4%	+1.0%
Transfer Level Math – 2 <sup>nd</sup> Year	28.8%	26.2%	-2.6%	
<b>CTE METRICS</b>	<b>Career Technical Education (CTE)</b> - Percentage of students completing more than eight units in courses classified as career technical education (or apprenticeship) in a single discipline for the first time during their cohort year tracked for six years who completed a degree, certificate, apprenticeship or transfer-related outcome (transferred or transfer prepared).			
	Career Technical Education	65.1%	64.8%	-0.3%
	<b>Skills Builder</b> - The median percentage change in wages for students who completed higher level CTE coursework in their cohort year 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	23.0%	31.5%	+8.5%	

# Crafton Hills College Measures for 2018

# CRAFTON HILLS COLLEGE 2018 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 9 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 5 for the Completion Rate (i.e. SPAR).
  - The CTE completion rate is higher than the Statewide rate.

# CRAFTON HILLS COLLEGE 2018 STUDENT SCORECARD ACHIEVEMENTS (CONTINUED)

- Crafton's Student Scorecard measures are higher than the entire State for the
  - CTE 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, no group identified as being disproportionately impacted when looking at the remedial math and English rates.
  - Examined disaggregated data by gender, age, and ethnicity using CCCCO recommended percentage point gap method

# CRAFTON HILLS COLLEGE 2018 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 and math 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. Provide early alert, intrusive advisement, and follow-up services
  3. Embedded tutoring/SI in all basic skills classes
  4. Promote principles of California Acceleration Project



## CRAFTON HILLS COLLEGE 2018 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 and math throughput rates for African American and Hispanic students
- Action Steps to Achieve Objectives
  5. Require students to complete math and English during first year of college
  6. Professional development with respect to cultural competency and best practices
  7. Provide research and analysis for institutional improvement

# CRAFTON HILLS COLLEGE 2018 STUDENT SCORECARD STRATEGIES TO ADDRESS CHALLENGE 2 TO INCREASE THE DEGREE/CERTIFICATE RATE

- Objectives D.1.2 and D.1.3 in Crafton's Student Equity Plan seeks to increase the degree/certificate completion rate of African American and Hispanic students

## Action Steps to Achieve Objectives

1. Ensure every student has an educational plan
2. Adopt the use of culturally relevant teaching materials in reading and English
3. Attach intrusive advising to courses
4. Provide embedded tutoring in courses with poor success rates
5. Provide low-cost textbook and technology options

## CRAFTON HILLS COLLEGE 2018 STUDENT SCORECARD STRATEGIES TO ADDRESS CHALLENGE 2 TO INCREASE THE DEGREE/CERTIFICATE RATE (CONTINUED)

- Objectives D.1.2 and D.1.3 in Crafton's Student Equity Plan seeks to increase the degree/certificate completion rate of African American and Hispanic students

### Action Steps to Achieve Objectives

6. Develop a schedule that allows degree completion within 2 years, including year-round scheduling and registration
7. Develop guided pathways for on-time completion and focused support for working-aged adults, CTE students, and undecided majors
8. Improve scheduling to ensure that students with diverse needs can complete their goals in a timely manner
9. Professional development regarding cultural competency and best practices
10. Provide research and analysis for institutional improvement

## CRAFTON HILLS COLLEGE 2018 STUDENT SCORECARD STRATEGIES TO ADDRESS CHALLENGE 2 TO INCREASE THE TRANSFER RATE

- Objectives E.2.1 and E.2.2 in Crafton's Student Equity Plan seeks to increase the transfer rate of African American and Hispanic students

### Action Steps to Achieve Objectives

1. Create mentoring and support services and communities that include disproportionately impacted groups
2. Develop and implement a completion campaign
3. Provide every student with the opportunity to explore transfer options
4. Increase level of transfer and support services offered at non-traditional times

## CRAFTON HILLS COLLEGE 2018 STUDENT SCORECARD STRATEGIES TO ADDRESS CHALLENGE 2 TO INCREASE THE TRANSFER RATE (CONTINUED)

- Objectives E.2.1 and E.2.2 in Crafton's Student Equity Plan seeks to increase the transfer rate of African American and Hispanic students

### Action Steps to Achieve Objectives

5. Increase transfer agreements and partnerships with universities and four-year colleges
6. Partner with universities to offer baccalaureate degrees on campus
7. Professional development regarding cultural competency and best practices
8. Expand effective programs such as fast track math courses, Left Lane, and others
9. Provide research and analysis for institutional improvement

## STUDENT VOICES

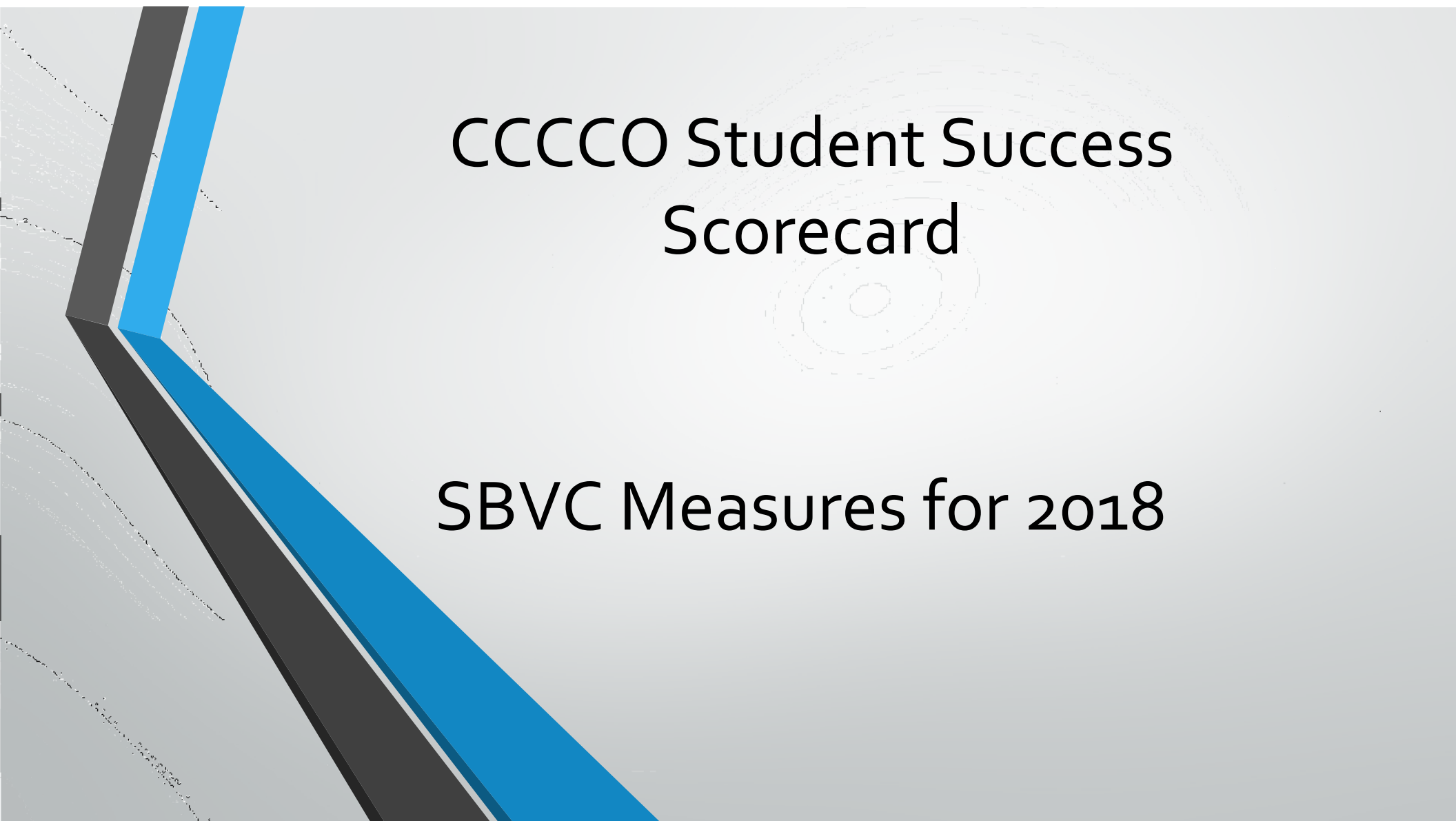
### 2016 STUDENT SATISFACTION SURVEY

- “Being a fairly new student, I feel totally comfortable and really enjoy continuing my education as well as making friends along the way”
- “I’ve enjoyed my time here at Crafton, and am excited to begin a path to a better life. All thanks to Crafton.”
- “My experience has been great. It’s been amazing getting to know new people and expanding my education experience.”
- “The science teachers here are amazing and willing to go above and beyond to help each student. The ability to get into programs to get higher priority is great.”
- “The school is better than I thought it would be. Everyone in high school made it seem like ending up here made it impossible to be successful. “



## CCCCO Student Success Scorecard Measures for SBVC: 2017 & 2018

		2017 Scorecard	2018 Scorecard	Net Change
COMPLETION METRICS	<b>Persistence</b> - Percentage of degree, certificate and/or transfer-seeking students tracked for six years who enrolled in the first three consecutive terms.			
	College Prepared	79.9%	82.8%	+2.9%
	Unprepared for College	72.8%	72.6%	-0.2%
	Overall	73.8%	73.9%	+0.1%
	<b>At Least 30 Units</b> - Percentage of degree, certificate and/or transfer-seeking students tracked for six years who achieved at least 30 units.			
	College Prepared	75.4%	70.6%	-4.8%
	Unprepared for College	62.4%	60.5%	-1.9%
	Overall	64.2%	61.7%	-2.5%
	<b>Completion</b> - Percentage of degree, certificate and/or transfer-seeking students tracked for six years who completed a degree, certificate or transfer-related outcome (transferred or transfer prepared).			
	College Prepared	57.2%	60.1%	+2.9%
Unprepared for College	33.6%	33.4%	0.2%	
Overall	36.9%	36.7%	-0.2%	
MATH & ENGLISH/ESL	<b>Remedial/ESL</b> - Percentage of credit students tracked for six years who first enrolled in a course below transfer level in English, mathematics, and/or ESL and completed a college-level course in the same discipline.			
	Remedial English	34.5%	35.8%	+1.3%
	Remedial ESL	12.4%	17.6%	+5.2%
	Remedial Mathematics	35.0%	36.1%	+1.1%
	<b>Transfer Level Achievement</b> - The percent of first-time students who complete a transfer-level course in Math or English in their first or second year.			
	Transfer Level English - 1 <sup>st</sup> Year	11.0%	14.8%	+3.8%
	Transfer Level English - 2 <sup>nd</sup> Year	26.0%	30.1%	+4.1%
	Transfer Level Math - 1 <sup>st</sup> Year	10.3%	10.5%	+0.2%
Transfer Level Math - 2 <sup>nd</sup> Year	23.3%	22.5%	-0.8%	
CTE METRICS	<b>Career Technical Education (CTE)</b> - Percentage of students completing more than eight units in courses classified as career technical education (or apprenticeship) in a single discipline for the first time during their cohort year tracked for six years who completed a degree, certificate, apprenticeship or transfer-related outcome (transferred or transfer prepared).			
	Career Technical Education	48.9%	50.3%	+1.4%
	<b>Skills Builder</b> - The median percentage change in wages for students who completed higher level CTE coursework in their cohort year 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	27.8%	33.6%	+5.8%	



# CCCCO Student Success Scorecard

## SBVC Measures for 2018



# San Bernardino Valley College 2018 Student Scorecard Achievements

- San Bernardino Valley College is above the state average for success in Remedial Math.
- Exceeded our IEPI annual goal for the Math & English basic skills success rate; large increase in Math success for Hispanic students.
- Persistence has continued to increase for SBVC students over the last five cohorts.

# College Accomplishments

- SBVC graduated the largest number of students in its history last year.
- Continues to meet student access goals by achieving growth targets.
- Offered concurrent enrollment courses at over 14 feeder high schools last year, which included classes at all major feeder districts.
- Revived MESA program to spur STEM enrollment and success.
- Expanded student access to Zero-Textbook Cost programs.
- Awarded 281 Workforce Readiness Certificates.
- Matriculated 187 workforce readiness students into SBVC programs.

# Goals and Objectives to Increase Student Success

- Goals and Objectives
  - Increase the number of students who are enrolled full-time (12 to 15 units).
  - Increase the number of students who take Math and English within their first year of enrollment.
  - Reduce the time it takes for students to complete a comprehensive Ed-Plan.
  - Directly address equity issues by developing strategic plans for Black and LatinX students.
    - **The SBVC Student Equity Plan specifically addresses the low course completion rates for African American and Hispanic students—with special emphasis on English and Math. We will monitor this closely as we implement AB-705.**

# SBVC Strategies and Action Steps to Increase Student Success

- Actively work to implement AB-705.
- Actively work to implement Guided Pathways.
- Pursue grant opportunities that encourage partnerships with feeder high schools and four-year institutions to establish pathways.
- Expand support to STEM programs.
- Expand outreach efforts 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).
- Form workgroups with community members to implement strategic plans for Black and LatinX success.

# SBVC Strategies to Increase Course Completion and Degree/Certificate Rates (Cont.)

## Action Steps to Achieve Objectives

- Campus is developing strategic plans to focus on the following initiatives .
  - Professional development for faculty for Teaching Men of Color.
  - Guided pathways in conjunction with High School partners – Dual and Concurrent Enrollment partnerships.
  - Guided pathways in conjunction with transfer partners.
  - Partnerships with community organizations to offer tutoring and mentoring .
  - Developing multi-term enrollment practices to offer students the opportunity for longer range educational planning.

## SBVC Strategies to Increase Course Completion and Degree/Certificate (Cont.)

- Objective
  - Provide greater access to counseling.
  - Provide greater access to tutoring and Supplemental Instructors (SI).
  - Encourage more student engagement .
- Action Steps to Achieve Objectives
  - Promote access to transfer institutions.
    - California State University .
    - University of California.
    - Historically Black Colleges & Universities .
    - Private Non-Profits.
  - Promote the use of Student Success Center (increase the number of tutors and SI's).
  - Promote engagement in students in student life.

# Strategies That Have Shown Success

- Supplemental Instruction
- Expanded access to tutoring
- Learning communities and intrusive counseling
- Linked courses
- Contextual learning
- 24-hour textbook loan
- Open Educational Resources (OER)
- Concurrent Enrollment
- Accelerated courses (8 & 9 weeks)

## HOW CAN YOU HELP?

- Help promote partnerships with feeder high school districts and community organizations
- Continue to support the growth and visibility of the colleges in the community
- Adopt policies on student success that supports evidence-based strategies
- Support innovative activities and programs founded on evidence-based strategies
- Help to identify best practices for community college Boards and implement those at SBCCD