2016 Student Success Scorecard

Barstow Community College
Office of Institutional Research

What is the Student Success Scorecard?

- A performance measurement system
  - Tracks various metrics that indicate student success
    - At the individual CCC level and at the state level
  - Originally created in 2004 as the ARCC report
  - Revised/reinvented in 2012 as the Student Success Scorecard
    - A 4-Tier accountability framework:
      - State of the System – statewide data for legislators and policy makers
      - **Scorecard – various momentum points for student cohorts**
      - DataMart – drill-down ability for Scorecard metrics
      - Data-on-Demand – ability to download underlying Scorecard data

How is it Used?

- Web-based, interactive, public-facing report
- An internal and external report card
- Used for goal-setting and planning
  - IEPI Framework of Indicators (Aspirational Goals)
  - Student Success & Equity
  - ACCJC Institution-set Standards (Minimum Goals)

How is the Scorecard Populated?

- The Scorecard collects data from:
  - MIS Submissions
  - The FON (Faculty Obligation Number) Report
  - The 320 Apportionment Report
- The majority of the data comes from the MIS Submissions

MIS Submissions - Process

- Data is entered through various applications
- The Database Analyst (DBA) runs processes to extract data into several text files and then uploads them to the CCCCO
- The CCCCO MIS system checks for errors
- If errors are found, the CCCCO sends back an error file for correction
- The DBA forwards the error file to staff members who are familiar with the data in question.

MIS Submissions – Process (Cont.)

- Staff members investigate the error to determine the cause

- Errors are corrected at the system level (Banner) by staff members or DBA, depending on the cause of the errors.

- Files are extracted again and resubmitted to CCCCO by DBA.

- Submission cycle continues until no errors are found.
  - Each time files are submitted without errors, DataMart is populated with the data within 24 hours

Why do we need <u>ACCURATE</u> and <u>TIMELY</u> MIS submissions?

- MIS files affect several public facing reports which are used for advertising, internal reporting and planning and legislative requests to the CCCCO:
  - Scorecard
  - DataMart
  - IPEDS
    - Federal Scorecard
    - Grant Applications
    - Eligibility for Title III and IV

2016 BCC Student Success Scorecard

- Things to Consider:
  - The 2016 Scorecard uses data from 14-15
  - While DataMart populates with the most recent MIS submission within 24 hours, the Scorecard has a March cutoff date. Any submissions after this date are not incorporated into the Scorecard report.
  - The MIS submissions for Fall 2014 were not accurate until after the 2016 Scorecard cutoff date passed therefore there are some inaccuracies in the report.

Barstow Community College Profile

STUDENT INFORMATION					
Students				4,865	4,349
GENDER			**ETHNICITY/RACE**		
Female	59.2%	58.6%	African American	15.3%	15.5%
Male	39.9%	40.4%	American Indian/Alaska Native	0.8%	0.7%
Unknown	0.9%	1.0%	Asian	2.2%	1.9%
AGE			Filipino	1.5%	1.4%
Less than 20 years old	20.5%	21.9%	Hispanic	38.4%	38.7%
20 to 24 years old	29.6%	30.3%	Pacific Islander	1.0%	1.0%
25 to 39 years old	35.3%	33.8%	White	33.2%	32.7%
40 or more years old	14.6%	14.0%	Two or more Races	5.1%	5.2%
Unknown	0.0%	0.0%	Unknown	2.5%	2.8%

OTHER INFORMATION		
Full Time Equivalent Students	320 Report	2,582.2
Credit Sections	1,071	888
Non-Credit Sections	24	22
Median Credit Section Size	21	15
Percentage of Full-Time Faculty	FON Report	46.9%
Percentage of First-Generation Students		**
Student Counseling Ratio (FALL 2014)		**???**

* Insufficient data
** No data

The student population and course sections described in the tables above are based on the 2014-15 academic year. Students represented here differ from those included for calculation of Scorecard metrics shown in subsequent slides, which are based on first-time students enrolled in 2009-10 (cohort).

Scorecard Metrics based on Cohorts
Who makes the cohort cut?

- Most of the 2016 Scorecard metrics are based on the 09-10 Cohort tracked over the past 6 years, through 14-15.
- In order for a student to be included in the cohort, the following criteria must be met:
  - Student's first enrollment in a credit course must have been in the 09-10 year, regardless of which CCC the student attended, and
  - Student must have a valid SSN, and
  - Student must have earned six units from any CCC within the first three years of enrollment (passing grade of A, B, C, D or P), and
  - Student must have attempted a Math or English course in the first three years.
- If the student meets all four criteria, they display an "intent to complete" and are therefore included in the cohort.

Completion

COLLEGE PREPARED	56.7% N=67		UNPREPARED FOR COLLEGE	29.5% N=560		OVERALL	32.4% N=627	
Gender	**%**		**Gender**	**%**		**Gender**	**%**	
FEMALE	65.6		FEMALE	30.1		FEMALE	33.4	
MALE	48.6		MALE	28.6		MALE	31.1	
Age	**%**		**Age**	**%**		**Age**	**%**	
UNDER 20	58.3		UNDER 20	30.8		UNDER 20	34.7	
20-24	42.9*		20-24	26.8		20-24	27.9	
25-39	37.5*		25-39	28.7		25-39	29.2	
40 OR OVER	100.0*		40 OR OVER	29.2		40 OR OVER	34.6	
Ethnicity/Race	**%**		**Ethnicity/Race**	**%**		**Ethnicity/Race**	**%**	
AFRICAN AMERICAN	0.0*		AFRICAN AMERICAN	26.3		AFRICAN AMERICAN	23.8	
AMERICAN INDIAN/ ALASKA NATIVE	0.0*		AMERICAN INDIAN/ ALASKA NATIVE	66.7*		AMERICAN INDIAN/ ALASKA NATIVE	50.0*	
ASIAN	N/A*		ASIAN	N/A*		ASIAN	N/A*	
FILIPINO	N/A*		FILIPINO	N/A*		FILIPINO	N/A*	
HISPANIC	0.0*		HISPANIC	15.4		HISPANIC	15.0	
PACIFIC ISLANDER	N/A*		PACIFIC ISLANDER	N/A*		PACIFIC ISLANDER	N/A*	
WHITE	50.0*		WHITE	44.8		WHITE	45.2	

Percentage of students who transferred to a four-year, or completed a degree, certificate or transfer-related outcomes (>=60 units and >=2.0 GPA).

Persistence

COLLEGE PREPARED		UNPREPARED FOR COLLEGE		OVERALL	
50.7% N=67		**52.7%** N=560		**52.5%** N=627	

Gender	%	Gender	%	Gender	%
FEMALE	53.1	FEMALE	58.6	FEMALE	58.1
MALE	48.6	MALE	45.6	MALE	45.9

Age	%	Age	%	Age	%
UNDER 20	52.1	UNDER 20	50.7	UNDER 20	50.9
20-24	28.6*	20-24	46.4	20-24	45.2
25-39	37.5*	25-39	57.4	25-39	56.2
40 OR OVER	100.0*	40 OR OVER	66.7	40 OR OVER	69.2

Ethnicity/Race	%	Ethnicity/Race	%	Ethnicity/Race	%
AFRICAN AMERICAN	0.0*	AFRICAN AMERICAN	36.8	AFRICAN AMERICAN	33.3
AMERICAN INDIAN/ ALASKA NATIVE	0.0*	AMERICAN INDIAN/ ALASKA NATIVE	66.7*	AMERICAN INDIAN/ ALASKA NATIVE	50.0*
ASIAN	N/A*	ASIAN	N/A*	ASIAN	N/A*
FILIPINO	N/A*	FILIPINO	N/A*	FILIPINO	N/A*
HISPANIC	0.0*	HISPANIC	41.0	HISPANIC	40.0
PACIFIC ISLANDER	N/A*	PACIFIC ISLANDER	N/A*	PACIFIC ISLANDER	N/A*
WHITE	50.0*	WHITE	48.3	WHITE	48.4

Percentage of students who enrolled in the first three consecutive terms.

30 - Units

COLLEGE PREPARED		
43.3%		
		N=67

Gender	%	
FEMALE	53.1	
MALE	34.3	

Age	%	
UNDER 20	45.8	
20-24	42.9*	
25-39	25.0*	
40 OR OVER	50.0*	

Ethnicity/Race	%	
AFRICAN AMERICAN	0.0*	
AMERICAN INDIAN/ ALASKA NATIVE	0.0*	
ASIAN	N/A*	
FILIPINO	N/A*	
HISPANIC	0.0*	
PACIFIC ISLANDER	N/A*	
WHITE	100.0*	

UNPREPARED FOR COLLEGE		
48.0%		
		N=560

Gender	%	
FEMALE	55.7	
MALE	38.7	

Age	%	
UNDER 20	50.7	
20-24	42.3	
25-39	42.6	
40 OR OVER	58.3	

Ethnicity/Race	%	
AFRICAN AMERICAN	10.5	
AMERICAN INDIAN/ ALASKA NATIVE	66.7*	
ASIAN	N/A*	
FILIPINO	N/A*	
HISPANIC	41.0	
PACIFIC ISLANDER	N/A*	
WHITE	44.8	

OVERALL		
47.5%		
		N=627

Gender	%	
FEMALE	55.4	
MALE	38.2	

Age	%	
UNDER 20	50.0	
20-24	42.3	
25-39	41.5	
40 OR OVER	57.7	

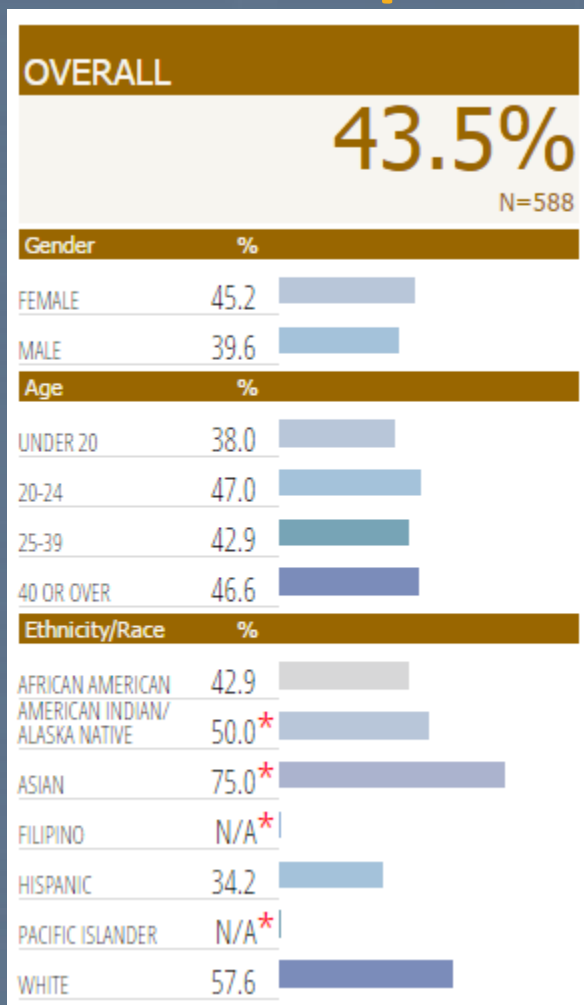| Ethnicity/Race	%	
AFRICAN AMERICAN	9.5	
AMERICAN INDIAN/ ALASKA NATIVE	50.0*	
ASIAN	N/A*	
FILIPINO	N/A*	
HISPANIC	40.0	
PACIFIC ISLANDER	N/A*	
WHITE	48.4	

Percentage of students who achieved at least 30 units.

Remedial

REMEDIAL MATH		REMEDIAL ENGLISH		ENGLISH AS A SECOND LANGUAGE (ESL)	
30.2%		**35.8%**		**N/A**	
N=771		N=777		N=N/A	
Gender	**%**	**Gender**	**%**	**Gender**	**%**
FEMALE	35.0	FEMALE	41.6	FEMALE	N/A*
MALE	22.3	MALE	27.7	MALE	N/A*
Age	**%**	**Age**	**%**	**Age**	**%**
UNDER 20	30.9	UNDER 20	42.8	UNDER 20	N/A*
20-24	24.5	20-24	31.0	20-24	N/A*
25-39	33.7	25-39	34.7	25-39	N/A*
40 OR OVER	30.1	40 OR OVER	25.4	40 OR OVER	N/A*
Ethnicity/Race	**%**	**Ethnicity/Race**	**%**	**Ethnicity/Race**	**%**
AFRICAN AMERICAN	20.0	AFRICAN AMERICAN	33.3	AFRICAN AMERICAN	N/A*
AMERICAN INDIAN/ ALASKA NATIVE	20.0*	AMERICAN INDIAN/ ALASKA NATIVE	25.0*	AMERICAN INDIAN/ ALASKA NATIVE	N/A*
ASIAN	100.0*	ASIAN	25.0*	ASIAN	N/A*
FILIPINO	0.0*	FILIPINO	100.0*	FILIPINO	N/A*
HISPANIC	27.9	HISPANIC	25.4	HISPANIC	N/A*
PACIFIC ISLANDER	N/A*	PACIFIC ISLANDER	50.0*	PACIFIC ISLANDER	N/A*
WHITE	32.4	WHITE	39.7	WHITE	N/A*

Percentage of credit students tracked for six years through 2014-15 who first enrolled in a course below transfer level in English, mathematics, and/or ESL during 2009-10 and completed a college-level course in the same discipline.

CTE - Completion

OVERALL		
	43.5%	
	N=588	
Gender	**%**	
FEMALE	45.2	
MALE	39.6	
Age	**%**	
UNDER 20	38.0	
20-24	47.0	
25-39	42.9	
40 OR OVER	46.6	
Ethnicity/Race	**%**	
AFRICAN AMERICAN	42.9	
AMERICAN INDIAN/ ALASKA NATIVE	50.0*	
ASIAN	75.0*	
FILIPINO	N/A*	
HISPANIC	34.2	
PACIFIC ISLANDER	N/A*	
WHITE	57.6	

OVERALL	
Students	588
GENDER	
Female	378
Male	197
AGE	
Less than 20 years old	121
20 to 24 years old	132
25 to 39 years old	219
40 or more years old	116
ETHNICITY/RACE	
African American	21
American Indian/Alaska Native	*
Asian	*
Filipino	*
Hispanic	38
Pacific Islander	*
White	59

Percentage of students who attempted a CTE course for the first-time in 2009-10 and completed more than 8 units in the subsequent three years in a single discipline (2 digit TOP) and who earned a certificate or degree, transferred to a 4-year, or achieved "transfer prepared" status.

Skills Builder - Disciplines

Median Earnings Change

+13.1%

N=221

Disciplines with the highest enrollment	Median % Change	Total N
Computer Information Systems	31.6%	39
Child Development/Early Care and Education	6.6%	36
Emergency Medical Services	16.4%	33
Business Management	29.3%	32
Administration of Justice	14.9%	18
Welding Technology	25.3%	17
Accounting	87.8%	17
Electronics and Electric Technology	13.7%	14
Parenting and Family Education	39.2%	10
Office Technology/Office Computer Applications	64.3%	10

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 - Demographics

Median Earnings Change

+13.1%

N=221

Gender		Median % Change	Total N
FEMALE		6.6%	130
MALE		25.3%	91

Age		Median % Change	Total N
Under 20		57.2%	17
20-24		37.6%	61
25-39		13.2%	92
40 OR OVER		2.8%	51

Ethnicity/Race		Median % Change	Total N
AFRICAN AMERICAN		15.8%	20
AMERICAN INDIAN/ALASKA NATIVE		-13.0%	*
ASIAN		29.7%	*
FILIPINO		45.9%	*
HISPANIC		9.0%	90
PACIFIC ISLANDER		-92.5%	*
WHITE		14.4%	93

Timeline/Next Steps

- 2017 Preliminary Scorecard –January 2017
- 2017 Final Scorecard – March 2017
- March 2017 through May 2017
    - Set IEPI Framework of Indicators Goals – Participatory Governance Process
    - Present Scorecard and Goals to Board
- Submit Board minutes and Goals to CCCCO/IEPI – June 2017

The End