



Background

The California Community Colleges Board of Governors has established a performance measurement system that tracks student success at all 112 community colleges as part of its commitment to increase transfer, degree, and certificate attainment. This scorecard represents an unprecedented level of transparency and accountability on student progress and success metrics. The data available in this scorecard tell how well this college is doing in remedial instruction, job training programs, retention of students, graduation, and completion rates.

Description of Scorecard Metrics

Completion (SPAR): The percentage of first-time students with a minimum of 6 units earned who attempted any math or English courses in the first three years and achieved any of the following outcomes within six years of entry:

- Earned AA/AS or credit Certificate (Chancellor’s Office approved)
- Transfer to four-year institution after enrolling at a CCC
- Achieved “Transfer Prepared” (student successfully completed 60 UC/CSU transferable units with a GPA \geq 2.0)

Persistence: The percentage of first-time students with a minimum of 6 units earned who attempted any math or English courses in the first three years and enrolled in the first three consecutive terms anywhere in the CCC system.

30 Units: The percentage of first-time students with a minimum of 6 units earned who attempted any math or English courses in the first three years and earned at least 30 units in the CCC system.

Remedial English and Math: The percentage of credit students who attempted a course designated at “levels below transfer” in English or math and successfully completed a college-level course in English or math within six years.

CTE: The percentage of students who completed a CTE course for the first-time and completed more than 8 units in the subsequent three years in a single discipline (2-digit vocational TOP code where at least one of the courses is occupational SAM B or C) and who achieved any of the following outcomes within six years of entry:

- Earned any AA/AS or credit Certificate (Chancellor’s Office approved)
- Transfer to four-year institution after enrolling at a CCC
- Achieved “Transfer Prepared” (student successfully completed 60 UC/CSU transferable units with a GPA \geq 2.0)

Highlights of Demographic Comparisons with the State

Hispanic students represent 56% of the SBVC student population, and African-American students represent 15%; both groups are represented at levels well above their averages in the Community College System. This breakdown reflects the ethnic make-up of the community served by the campus. The 25-49 age group is the category with the largest number of students on campus. The gender breakdown is consistent with the average of all California community colleges. SBVC has 2% fewer full-time faculty than the state average.

SBVC
Demographics
2011-12

Unduplicated HC: 16,593
 FTES: 9618.3
 Credit Sections: 2,296
 Median Section Size: 31
 Full-Time Faculty: 54.9%
 Hispanic: 56.3%
 White: 18.0%
 African-American: 15.3%
 Asian: 3.9%
 Other: 6.4%
 Female: 55.4%
 Largest Age Group
 (25-49): 38%



The Scorecard is not intended as a way to rank colleges, but rather to provide benchmark data that will focus attention on sustained institutional improvement

SBVC Research Brief for the 2013 ARCC 2.0 Results—April 2013

Findings

Table 1 shows that over the last 5 years SBVC has increased its success rate in Remedial English by 7.9%, its success rate in Remedial Math by 4%, and no meaningful change in the Persistence rate. There was an 8.5% decline in the SPAR Completion rate, along with a 2.5 % decline in the 30 Unit completion rate. No meaningful change was shown for CTE course success. Although Table 2 provides a comparison with the state averages, *the Scorecard is not intended for comparison, but to provide benchmark data that will focus attention on areas for sustained institutional improvement over time.*

Table 1: SBVC Student Success Scorecard Results for the Six-Year cohorts from 2002-2003 to 2006-2007

SBVC ARCC Outcome	2002-2003 to 2007-2008		2003-2004 to 2008-2009		2004-2005 to 2009-2010		2005-2006 to 2010-2011		2006-2007 to 2011-2012	
	SPAR Completion	1,688	44.1%	1,351	40.8%	1,435	38.5%	1,426	38.6%	1,499
Persistence	1,688	63.2%	1,351	68.8%	1,435	65.6%	1,426	64.7%	1,499	63.4%
30 Units	1,688	61.0%	1,351	58.3%	1,435	59.4%	1,426	59.6%	1,499	58.5%
Remedial English	836	17.3%	958	17.2%	749	21.6%	791	23.8%	1,012	25.2%
Remedial Math	1,779	27.5%	1,567	28.3%	1,763	26.2%	1,723	28.2%	1,848	31.5%
CTE	1,339	53.5%	1,070	55.1%	1,174	52.1%	1,249	47.4%	1,200	53.3%

Table 2: SBVC Student Success Scorecard Results for the most recent cohort from 2006-2007 to 2011-2012

ARCC Outcome	2006-2007 to 2011-2012	
	State	SBVC
SPAR Completion	49.2%	35.6%
Persistence	65.8%	63.4%
30 Units	66.4%	58.5%
Remedial English	38.1%	25.2%
Remedial Math	37.0%	28.8%
CTE	55.0%	53.3%

SBVC's Improvement Activities and Plan

The SBVC improvement plan supports activities that address student success on a number of levels. At the basic skills level, SBVC maintains a wide range of student support programs and learning communities, like Puente, Tumaini, EOPS, and STAR, to name a few. These programs offer a full range of counseling and tutoring services. Instructional divisions offer a number of paired courses for contextual learning, e.g., auto technology paired with reading to help students put skill development into context. Another activity designed to improve student success is the introduction of accelerated courses that combine two levels of math, allowing motivated students to move through the coursework in half the time. For students with stronger academic skills, we offer a wide range of STEM tutoring and counseling services to support their success in transfer level courses. Paired and accelerated courses are also planned for these students. Finally, we employ a strategic planning process that provides opportunities for continued dialogue with the entire campus community to recommend new strategies to support student success at all levels.