



Roadblocks Faced by Our Basic Skills Students

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SADDLEBACK COLLEGE

Agenda

- Using data to understand BSI realities (Jennifer)
 - Understanding Scorecard Metric
 - Unprepared students
 - Profiles
 - Heat maps- Concentration of courses
- How we can assist in removing roadblocks (Christina)
 - Financial
 - Personal
 - Academic
 - BSI Cohort tracker?
- Questions/Suggestions/Thoughts



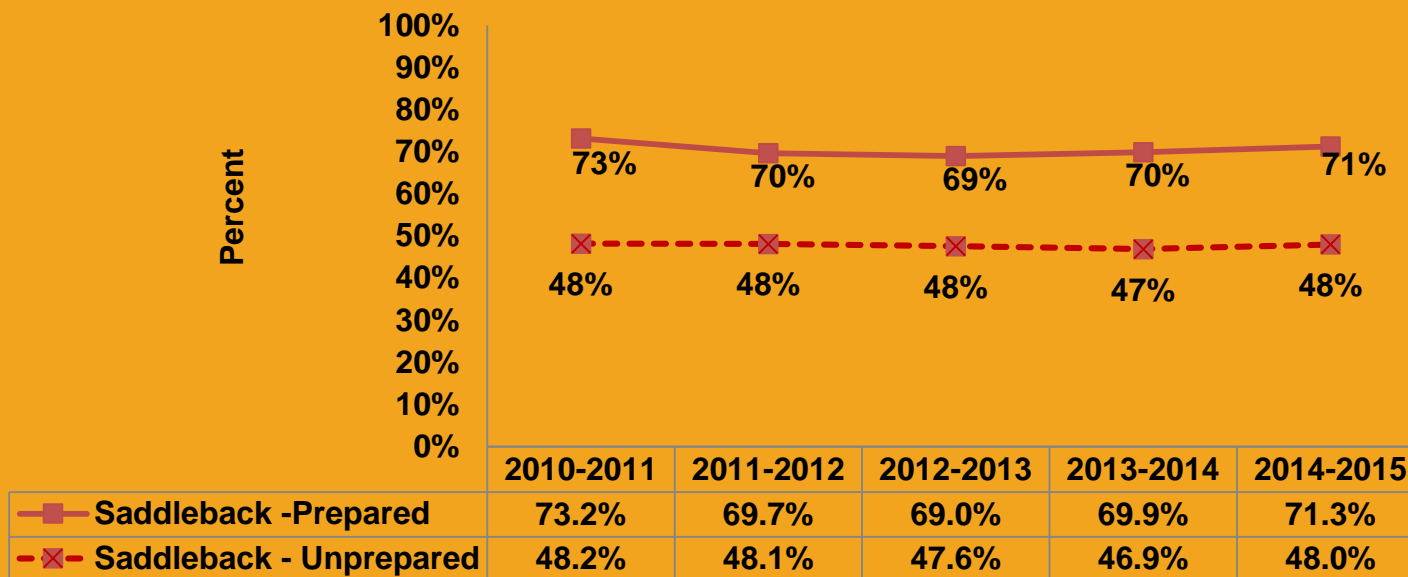
Scorecard Data: A Starting Point and Why We Should Use It

- Great place to begin to dive into understanding basic skills outcomes
- Tells us how our students are doing, system-wide
- Is a tool for us to start **setting goals**
- Using this data, we can find out what we could do better:
 - Where are the roadblocks?
 - How do the outcomes relate to what we are doing today?





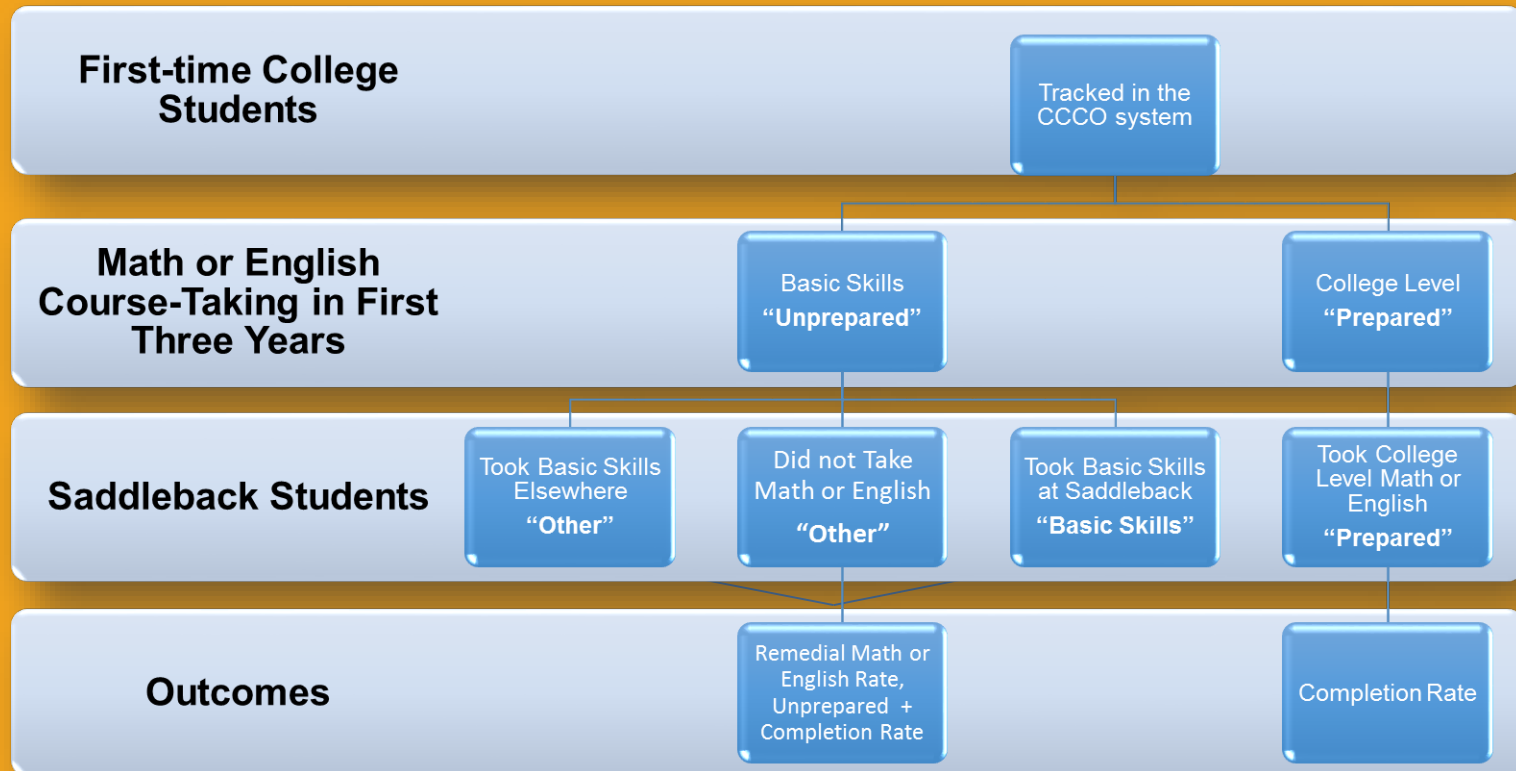
Scorecard Metrics: Saddleback Completion Rates Prepared vs. Unprepared



Completion Rate is defined as the percentage of first-time students who earn 6 units and who attempt any Math or English in the first three years; rates of achieving a degree/certificate, transferring to a four-year, or achieving "Transfer Prepared" status (student successfully completed 60 UC/CSU transferable units with a GPA ≥ 2.0).

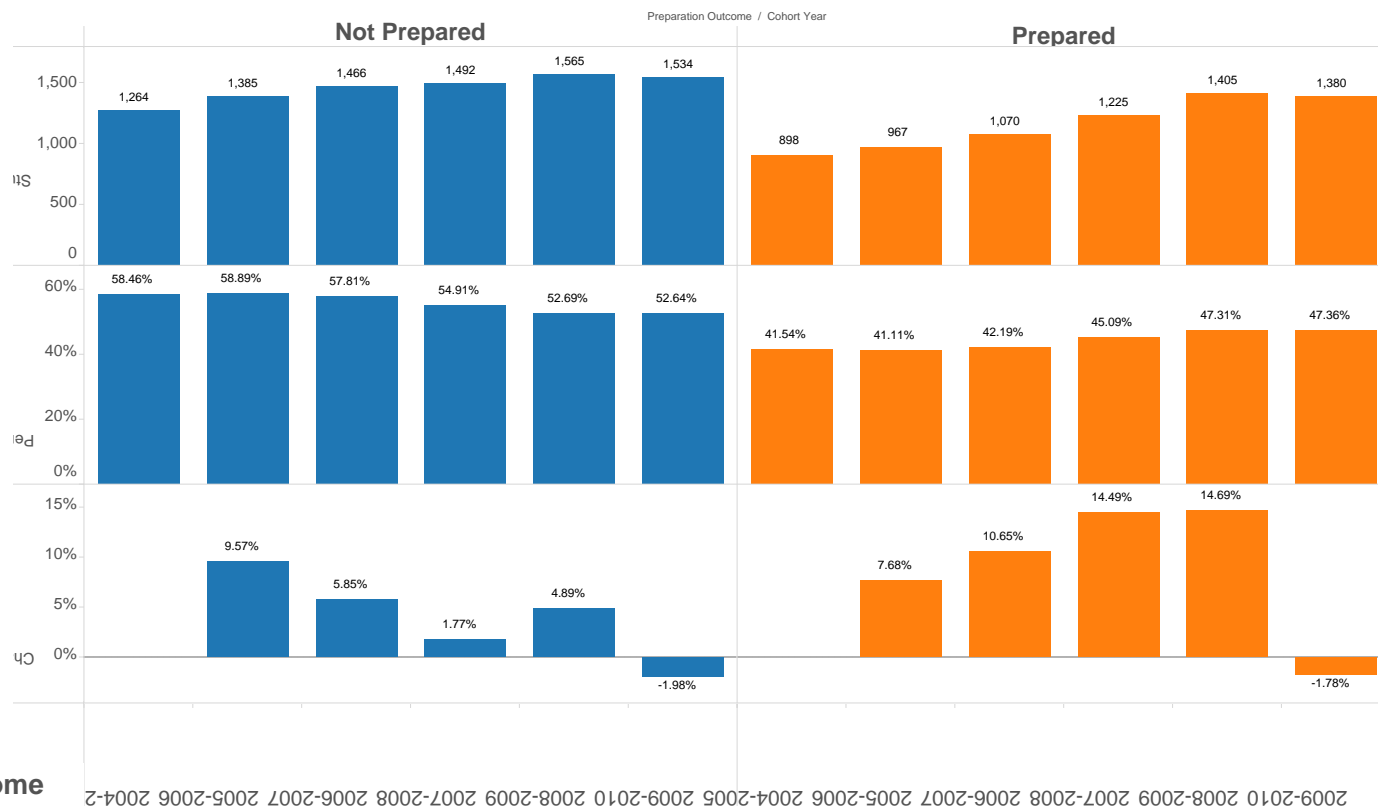
Source: California Community Colleges Chancellor's Office, Student Success Scorecard (<http://scorecard.cccco.edu/scorecard.aspx>), June 2016

Diving Into the Scorecard Data Deeper: Who are these students?





Understanding Completion Cohorts at Saddleback: Six-Year Trends



Scorecard Metrics: Saddleback Completion Rates Prepared vs. Unprepared Demographics

2016 Saddleback College Student Success Scorecard-Prepared

Revision Date: 1/31/2016

| Completion Prepared | 2005-2006 | | 2006-2007 | | 2007-2008 | | 2008-2009 | | 2009-2010 | |
|-------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | Cohort Size | Cohort Rate | Cohort Size | Cohort Rate | Cohort Size | Cohort Rate | Cohort Size | Cohort Rate | Cohort Size | Cohort Rate |
| All | 968 | 73.2% | 1,043 | 69.7% | 1,194 | 69.0% | 1,354 | 69.9% | 1,362 | 71.3% |
| Female | 472 | 75.4% | 535 | 70.7% | 601 | 69.4% | 645 | 73.6% | 657 | 74.0% |
| Male | 496 | 71.2% | 503 | 68.4% | 581 | 68.5% | 689 | 66.6% | 684 | 69.0% |
| < 20 years old | 871 | 75.0% | 947 | 71.2% | 1,074 | 70.5% | 1,230 | 72.3% | 1,222 | 72.7% |
| 20 to 24 years old | 59 | 54.2% | 62 | 56.5% | 77 | 63.6% | 69 | 50.7% | 86 | 57.0% |
| 25 to 39 years old | 31 | 61.3% | 21 | 52.4% | 25 | 44.0% | 33 | 45.5% | 36 | 61.1% |
| 40+ years old | Suppressed | 71.4% | 13 | 53.8% | 18 | 38.9% | 22 | 36.4% | 18 | 61.1% |
| African American | 15 | 33.3% | 18 | 55.6% | 16 | 81.3% | 16 | 68.8% | Suppressed | 77.8% |
| American Indian/Alaska Native | Suppressed | 0.0% | 10 | 70.0% | Suppressed | 40.0% | 14 | 64.3% | Suppressed | 60.0% |
| Asian | 56 | 80.4% | 55 | 78.2% | 85 | 84.7% | 75 | 82.7% | 77 | 85.7% |
| Filipino | 16 | 62.5% | 15 | 60.0% | 26 | 69.2% | 32 | 78.1% | 35 | 71.4% |
| Hispanic | 111 | 70.3% | 116 | 65.5% | 133 | 65.4% | 175 | 68.0% | 259 | 71.8% |
| Pacific Islander | Suppressed | 33.3% | Suppressed | 42.9% | 11 | 63.6% | Suppressed | 80.0% | Suppressed | 60.0% |
| White | 702 | 75.4% | 720 | 69.7% | 772 | 68.0% | 870 | 67.9% | 856 | 70.3% |

Key takeaway: Successful completion does vary by ethnicity and gender.

The variation from the largest represented ethnic group (White, Non-Hisp) is the same among prepared vs. unprepared.

2016 Saddleback College Student Success Scorecard-Unprepared

Revision Date: 1/31/2016

| Completion Unprepared | 2005-2006 | | 2006-2007 | | 2007-2008 | | 2008-2009 | | 2009-2010 | |
|-------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | Cohort Size | Cohort Rate | Cohort Size | Cohort Rate | Cohort Size | Cohort Rate | Cohort Size | Cohort Rate | Cohort Size | Cohort Rate |
| All | 1,388 | 48.2% | 1,459 | 48.1% | 1,480 | 47.6% | 1,511 | 46.9% | 1,523 | 48.0% |
| Female | 659 | 48.6% | 695 | 49.4% | 702 | 50.7% | 727 | 47.5% | 679 | 47.7% |
| Male | 729 | 47.9% | 759 | 46.8% | 769 | 44.7% | 770 | 46.0% | 832 | 48.1% |
| < 20 years old | 1,211 | 50.1% | 1,268 | 50.4% | 1,271 | 50.0% | 1,284 | 49.3% | 1,284 | 49.3% |
| 20 to 24 years old | 99 | 37.4% | 108 | 34.3% | 119 | 34.5% | 120 | 29.2% | 128 | 42.2% |
| 25 to 39 years old | 44 | 25.0% | 50 | 30.0% | 48 | 33.3% | 62 | 35.5% | 66 | 34.8% |
| 40+ years old | Suppressed | 42.4% | 32 | 34.4% | 42 | 28.6% | 45 | 42.2% | 45 | 46.7% |
| African American | 44 | 52.3% | 39 | 46.2% | 43 | 39.5% | 48 | 41.7% | Suppressed | 30.0% |
| American Indian/Alaska Native | Suppressed | 55.6% | 10 | 60.0% | Suppressed | 27.3% | 14 | 35.7% | Suppressed | 66.7% |
| Asian | 77 | 61.0% | 82 | 62.2% | 94 | 68.1% | 84 | 53.6% | 75 | 66.7% |
| Filipino | 35 | 48.6% | 31 | 48.4% | 34 | 41.2% | 37 | 45.9% | 34 | 67.6% |
| Hispanic | 256 | 36.3% | 268 | 38.8% | 285 | 38.2% | 308 | 39.3% | 384 | 41.1% |
| Pacific Islander | Suppressed | 40.0% | Suppressed | 47.1% | 12 | 16.7% | Suppressed | 40.0% | Suppressed | 36.4% |
| White | 868 | 49.5% | 899 | 49.3% | 837 | 49.3% | 863 | 48.2% | 854 | 49.3% |

The “Ah Ha!” Moment: Shifting Profiles of Unprepared Students

| Preparation Outcome | How Start at Saddleback | Cohort Year | | | | | |
|---------------------|-------------------------------|-------------|-----------|-----------|-----------|-----------|-----------|
| | | 2004-2005 | 2005-2006 | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 |
| Not Prepared | Remedial English alone | 29.0% | 27.8% | 29.4% | 26.8% | 25.9% | 23.3% |
| | Unprepared Other | 10.6% | 12.6% | 11.1% | 12.2% | 15.2% | 24.4% |
| | Remedial Math & English | 10.9% | 12.3% | 11.2% | 10.0% | 6.7% | 2.1% |
| | Remedial Math alone | 6.8% | 5.0% | 5.0% | 4.8% | 3.6% | 2.2% |
| | Remedial English & ESL | 0.5% | 0.6% | 0.5% | 0.6% | 0.6% | 0.1% |
| | ESL alone | 0.2% | 0.2% | 0.3% | 0.1% | 0.4% | 0.5% |
| | Remedial Math & English & ESL | 0.3% | 0.2% | 0.3% | 0.1% | 0.1% | |
| | Remedial Math & ESL | 0.3% | 0.2% | 0.1% | 0.1% | 0.2% | 0.0% |
| | Total | 58.5% | 58.9% | 57.8% | 54.9% | 52.7% | 52.6% |
| Prepared | Prepared | 41.3% | 41.0% | 42.1% | 45.0% | 47.3% | 47.4% |
| | Remedial English alone | 0.0% | 0.0% | 0.0% | | 0.0% | |
| | ESL alone | 0.2% | 0.0% | 0.1% | 0.1% | | |
| | Total | 41.5% | 41.1% | 42.2% | 45.1% | 47.3% | 47.4% |

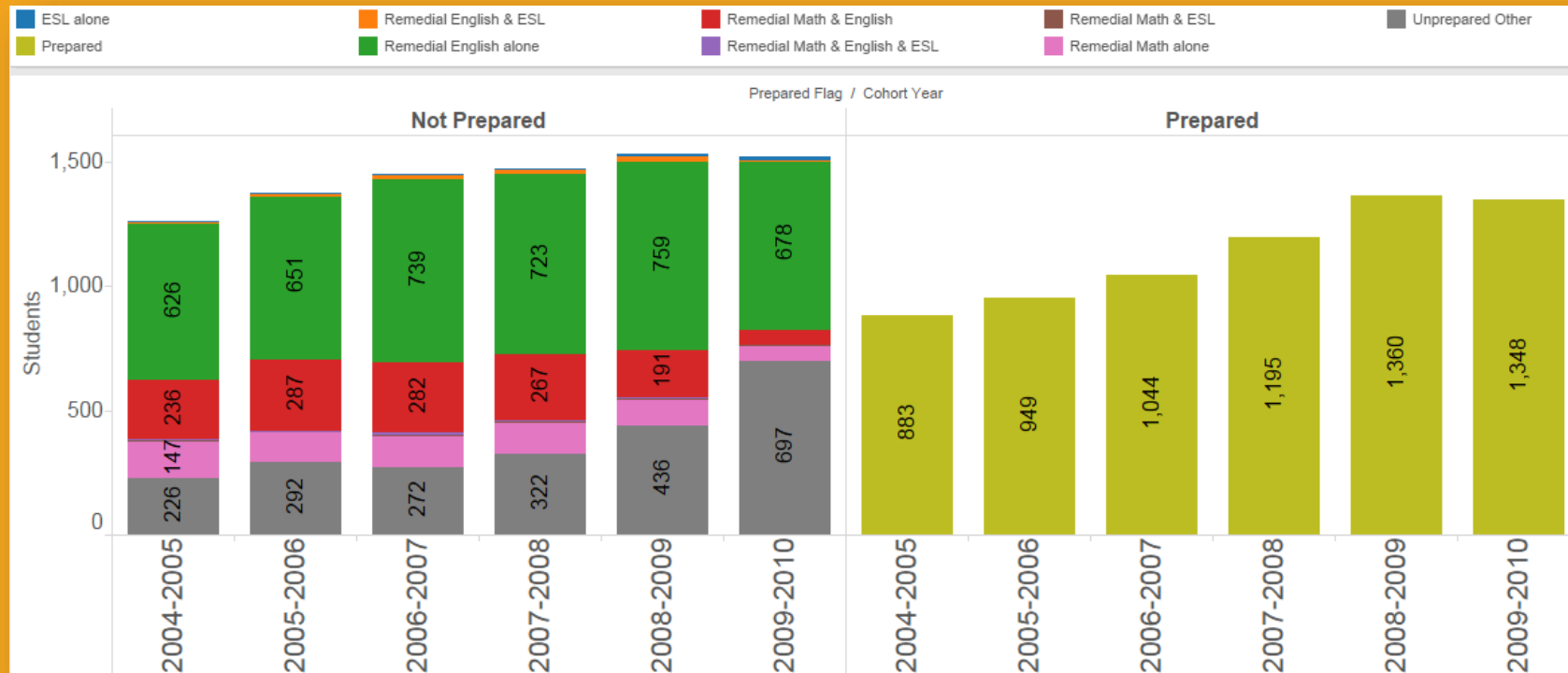
Key takeaway: Marked increase in “Unprepared Other” sub-cohort; these students took basic skills elsewhere OR skipped taking Math or English in their first three years of study at Saddleback. The other large sub-cohort includes Freshman who started out as “Remedial English alone.”

Raw Numbers: Cohorts of Students Tracked for Completion

| Basic Skills Type | Cohort Year | | | | | |
|----------------------------------|-------------|-----------|-----------|-----------|-----------|-----------|
| | 2004-2005 | 2005-2006 | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 |
| Prepared | 876 | 931 | 1,034 | 1,179 | 1,344 | 1,331 |
| Start Basic Skills at Saddleback | 1,039 | 1,085 | 1,177 | 1,150 | 1,093 | 823 |
| Unprepared Other | 215 | 281 | 255 | 312 | 416 | 673 |
| Grand Total | 2,124 | 2,283 | 2,448 | 2,627 | 2,833 | 2,812 |

Key takeaway: When compiling all types of students who start basic skills at Saddleback, they are still the largest group of unprepared are all types of students. The growth rate of the “Unprepared/Other” is a concern though as they are getting closer to the size of the students who start out with basic skills courses at Saddleback.

Color Chart: How These Cohorts Start Out at Saddleback



Key takeaway: Marked increase in “unprepared/other” (grey); these students took basic skills elsewhere OR skipped taking Math or English in their first three years of study at Saddleback. The other large cohort includes “Remedial English alone” (Green).



A Deeper Understanding Cohorts at Saddleback: Profiles of Unprepared Students in the 2009-2010 Cohort

Gender

| Gender | Basic Skills at Saddleback | Unprepared Other |
|--------|----------------------------|------------------|
| F | 377 | 288 |
| M | 441 | 377 |
| X | 5 | 8 |

Age at Term

| Age At Term (group) | Basic Skills at Saddleback | Unprepared Other |
|---------------------|----------------------------|------------------|
| 14-17 | 9.53% | 26.91% |
| 18-21 | 80.49% | 61.47% |
| 22 to 29 | 6.21% | 6.12% |
| 30+ | 3.77% | 5.50% |

Enrollment Status

| Enrollment Status Desc | Basic Skills at Saddleback | Unprepared Other |
|--|----------------------------|------------------|
| First-time college student | 91.80% | 65.14% |
| Enrolling in college while in K-12 | 4.43% | 22.02% |
| First time at SOCCCD,fr another college | 1.55% | 6.42% |
| Continuing | 1.33% | 3.67% |
| Returning to SOCCCD after absent for a main term | 0.89% | 2.75% |

Cumulative GPA and Units

| | Basic Skills at Saddleback | Unprepared Other |
|------------------------------|----------------------------|------------------|
| Median CumulativeGPA | 2.67 | 2.71 |
| Median CumulativeUnitsEarned | 71.50 | 70.00 |

Top 5 Majors (Unique by Term)

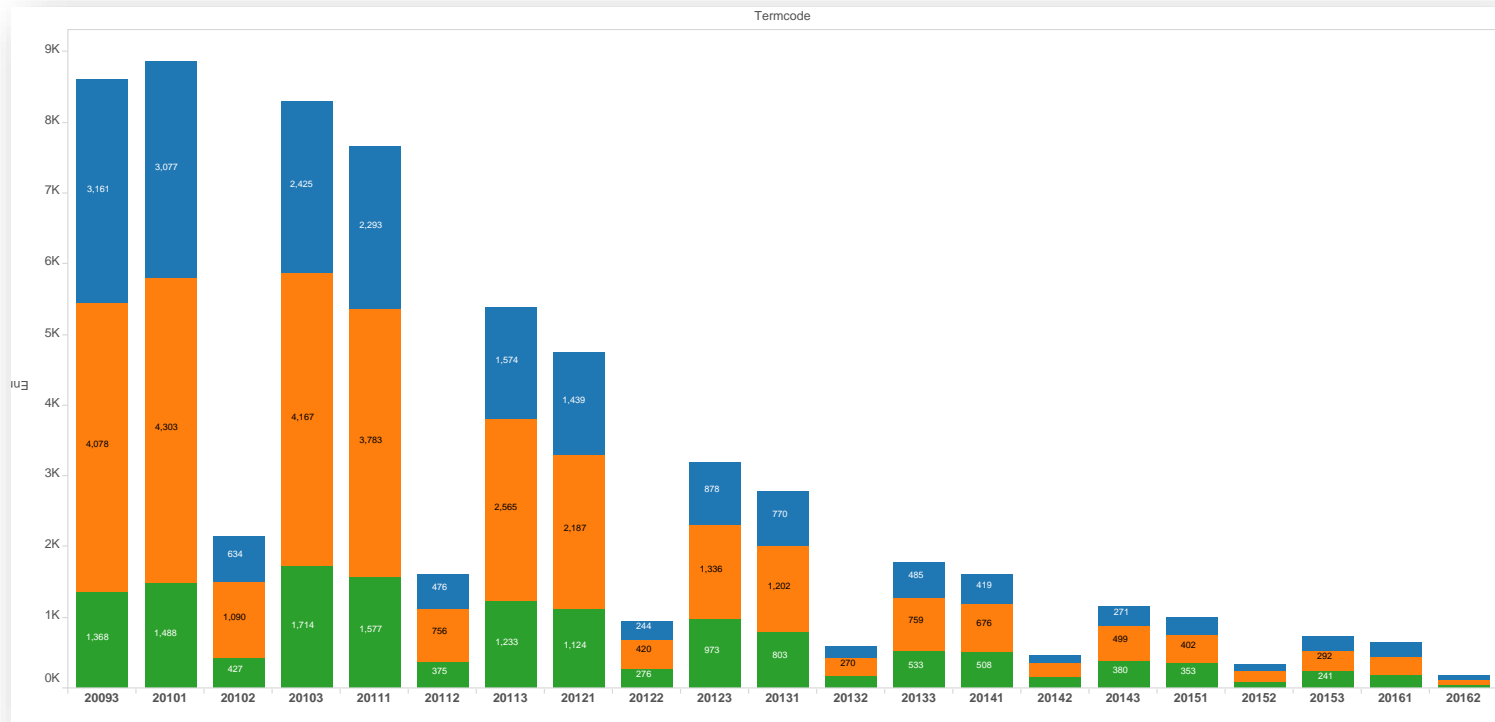
| Major Desc | Basic Skills at Saddleback | Unprepared Other |
|-------------------------|----------------------------|------------------|
| Undecided | 342 | 276 |
| Nursing | 104 | 75 |
| Psychology for Transfer | 84 | 61 |
| Business Administration | 79 | 59 |
| Business (Management) | 86 | 54 |

HS District

| High School District | Basic Skills at Saddleback | Unprepared Other |
|-----------------------|----------------------------|------------------|
| CAPISTRANO USD | 46.38% | 41.72% |
| SADDLEBACK VALLEY USD | 26.46% | 27.74% |
| OTHER | 22.75% | 24.01% |
| PRIVATE FEEDER | 3.70% | 3.03% |
| IRVINE USD | 0.88% | 2.33% |
| LAGUNA BEACH USD | 0.88% | 0.93% |
| TUSTIN USD | 0.35% | 1.17% |

A Deeper Understanding Cohorts at Saddleback: Profiles of Enrolled Students in the 2009-2010 Cohort

Basic Skills at Saddleback
Prepared
Unprepared Other



Key Takeaway: About 8.5% of enrollments in Fall 2015 of the initial enrollments in Fall 2009; these students are still relevant!

Heat Map of Percent of Courses Taken by Sub-Cohorts in First Term vs. First Six Terms Attended 2009-2010 Completion Cohort

First Term- Concentration of Courses

| Course ID | Basic Skills at Saddleback | Unprepared Other | Prepared |
|------------|----------------------------|------------------|----------|
| ENG 200 | 10.04% | 1.38% | 0.14% |
| ENG 300 | 5.55% | 0.66% | |
| MATH 351 | 4.90% | 1.49% | 0.37% |
| PSYC 1 | 4.90% | 7.12% | 5.91% |
| MATH 251 | 4.63% | 2.60% | 2.11% |
| ENG 340 | 4.49% | 4.03% | 0.05% |
| ENG 341 | 4.49% | 4.03% | 0.05% |
| APSY 140 | 2.86% | 1.49% | 1.83% |
| MATH 253 | 2.01% | 1.33% | 3.15% |
| SOC 1 | 1.80% | 2.32% | 2.87% |
| ANTH 1 | 1.77% | 2.71% | 2.87% |
| ECON 2 | 1.74% | 1.44% | 2.39% |
| ENG 180 | 1.63% | 0.94% | 0.76% |
| PS 1 | 1.63% | 2.43% | 3.22% |
| CA 30 | 1.46% | 1.21% | 1.78% |
| SP 1 | 1.36% | 1.60% | 1.46% |
| HIST 22 | 1.29% | 1.27% | 1.00% |
| APSY 160 | 1.09% | 1.38% | 1.00% |
| SPAN 999 A | 1.05% | 0.99% | 1.25% |
| BUS 1 | 1.02% | 0.88% | 0.90% |
| SPAN 1 | 0.99% | 0.83% | 0.93% |
| FN 50 | 0.85% | 1.60% | 1.16% |
| ASTR 20 | 0.71% | 0.66% | 1.02% |
| GEOG 1 | 0.71% | 1.33% | 1.02% |
| MS 20 | 0.68% | 0.33% | 0.67% |
| MUS 28 | 0.65% | 1.05% | 1.00% |
| HIST 5 | 0.65% | 1.33% | 1.14% |
| ENV 1 | 0.58% | 0.17% | 0.32% |

First Six Terms- Concentration of Courses

| Course ID | Basic Skills at Saddleback | Unprepared Other | Prepared |
|------------|----------------------------|------------------|----------|
| ENG 200 | 5.91% | 3.77% | 0.06% |
| ENG 300 | 1.76% | 1.14% | 0.00% |
| MATH 351 | 2.39% | 1.98% | 0.10% |
| PSYC 1 | 3.66% | 4.08% | 3.47% |
| MATH 251 | 4.00% | 3.57% | 1.61% |
| ENG 340 | 1.34% | 1.66% | 0.01% |
| ENG 341 | 1.34% | 1.67% | 0.01% |
| APSY 140 | 1.22% | 0.88% | 0.71% |
| MATH 253 | 3.08% | 2.21% | 2.57% |
| SOC 1 | 1.69% | 1.85% | 1.97% |
| ANTH 1 | 2.41% | 2.39% | 2.78% |
| ECON 2 | 1.28% | 1.15% | 1.94% |
| ENG 180 | 0.47% | 0.33% | 0.31% |
| PS 1 | 2.03% | 2.36% | 2.73% |
| CA 30 | 0.75% | 0.48% | 0.87% |
| SP 1 | 1.96% | 2.05% | 2.09% |
| HIST 22 | 1.48% | 1.30% | 1.28% |
| APSY 160 | 0.76% | 0.68% | 0.52% |
| SPAN 999 A | 0.90% | 0.79% | 1.10% |
| BUS 1 | 0.77% | 0.76% | 0.77% |
| SPAN 1 | 0.77% | 0.69% | 0.80% |
| FN 50 | 0.90% | 1.20% | 0.81% |
| ASTR 20 | 0.94% | 0.86% | 1.09% |
| GEOG 1 | 1.61% | 1.34% | 1.42% |
| MS 20 | 0.34% | 0.35% | 0.37% |
| MUS 28 | 0.73% | 0.79% | 0.82% |
| HIST 5 | 0.58% | 0.97% | 0.78% |
| ENV 1 | 0.38% | 0.32% | 0.40% |

Key Takeaway: Heat map shows lower concentration of basic skills classes in “Unprepared Other” in early terms. Tells us about the journey of these students.

Note. Heat map is based upon percent of enrollments by sub-cohort; darker green indicates a higher percent



Heat Map of Percent of Courses Taken by Sub-Cohorts in all Terms Attended 2009-2010 Cohort

All Terms-- Concentration of Courses

| Course ID | Basic Skills at Saddleback | Unprepared Other | Prepared |
|------------|----------------------------|------------------|----------|
| ENG 200 | 4.46% | 2.90% | 0.05% |
| ENG 1 A | 3.58% | 3.16% | 4.03% |
| MATH 251 | 3.33% | 3.08% | 1.37% |
| MATH 253 | 3.12% | 2.42% | 2.30% |
| PSYC 1 | 2.99% | 3.23% | 2.89% |
| ENG 1 B | 2.33% | 2.08% | 3.27% |
| PS 1 | 2.26% | 2.50% | 2.62% |
| ANTH 1 | 2.25% | 2.15% | 2.40% |
| SP 1 | 1.85% | 1.84% | 2.02% |
| MATH 351 | 1.83% | 1.61% | 0.09% |
| SOC 1 | 1.59% | 1.63% | 1.72% |
| GEOG 1 | 1.52% | 1.30% | 1.26% |
| HIST 22 | 1.48% | 1.41% | 1.28% |
| ENG 300 | 1.31% | 0.84% | 0.01% |
| ECON 2 | 1.19% | 0.97% | 1.72% |
| MATH 10 | 1.03% | 0.89% | 1.45% |
| BIO 20 | 1.02% | 0.75% | 0.83% |
| ENG 341 | 1.00% | 1.21% | 0.01% |
| ENG 340 | 1.00% | 1.21% | 0.01% |
| APSY 140 | 0.97% | 0.70% | 0.59% |
| HUM 1 | 0.95% | 0.85% | 0.94% |
| SP 5 | 0.93% | 0.84% | 0.89% |
| FN 50 | 0.91% | 1.04% | 0.77% |
| HIST 17 | 0.88% | 0.69% | 0.87% |
| ASTR 20 | 0.86% | 0.76% | 0.95% |
| HIST 4 | 0.79% | 0.81% | 0.87% |
| PHIL 1 | 0.79% | 0.79% | 1.10% |
| SPAN 999 A | 0.77% | 0.71% | 1.00% |
| ANTH 2 | 0.73% | 0.69% | 1.03% |

Key Takeaway: Heat map shows same concentration of basic skills classes in “Unprepared Other” in all terms.
Tells us
about the journey of these students.

Note. Heat map is based upon percent of enrollments by sub-cohort; darker green indicates a higher percent

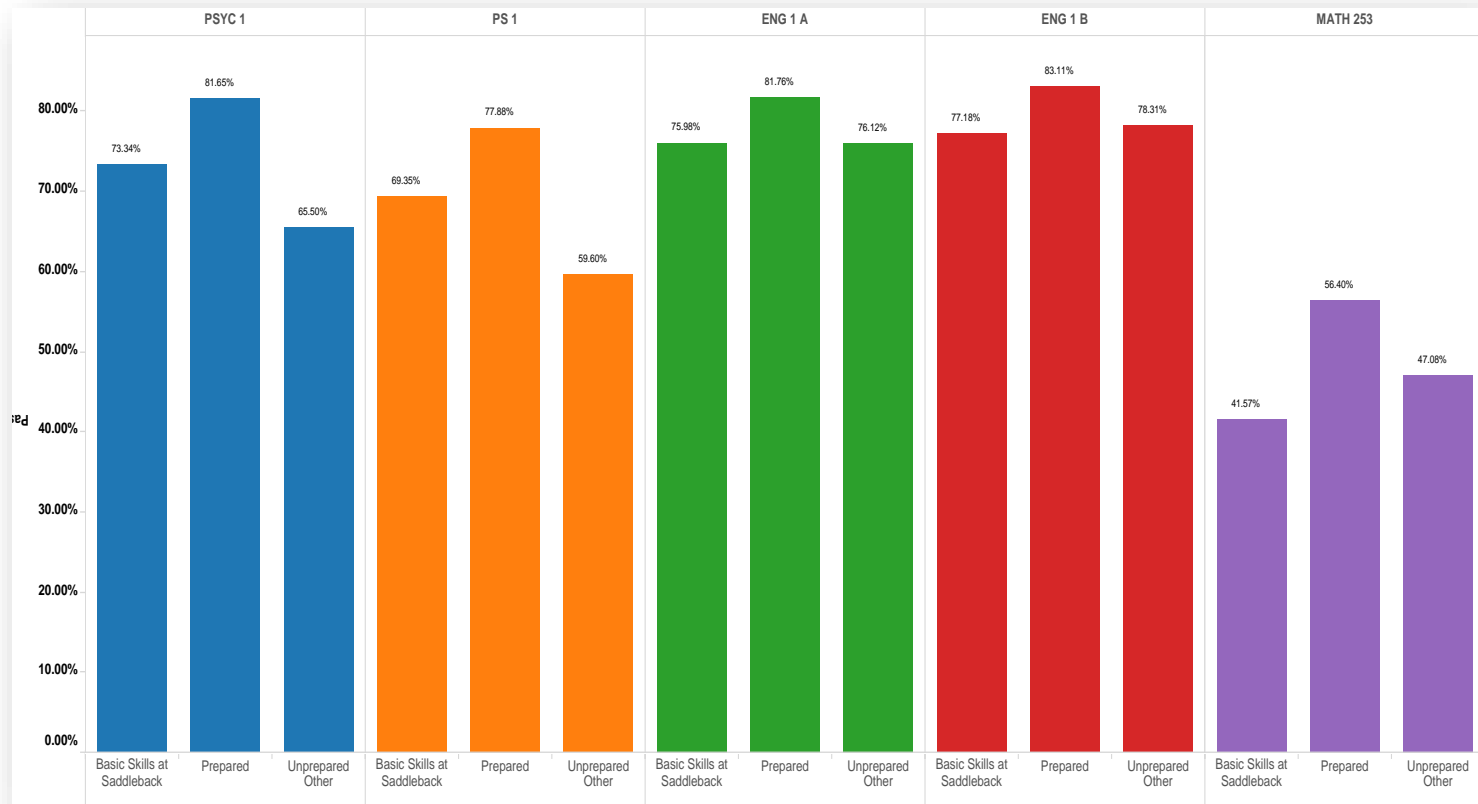
Data Mining Course Patterns: Common Threads Among Students

- Top 5 enrolled courses similar (excluding prerequisites) for both prepared and unprepared students
- Enrollments in psychology and social science in are common in the first enrollment term, regardless of “preparation”
- Unprepared “Other” more likely to start with social sciences
- Prepared students are more likely to be prepared by way of transfer level English-- not Math
- Math basic skills course were among the top 10 highest enrollments in the first terms for all students

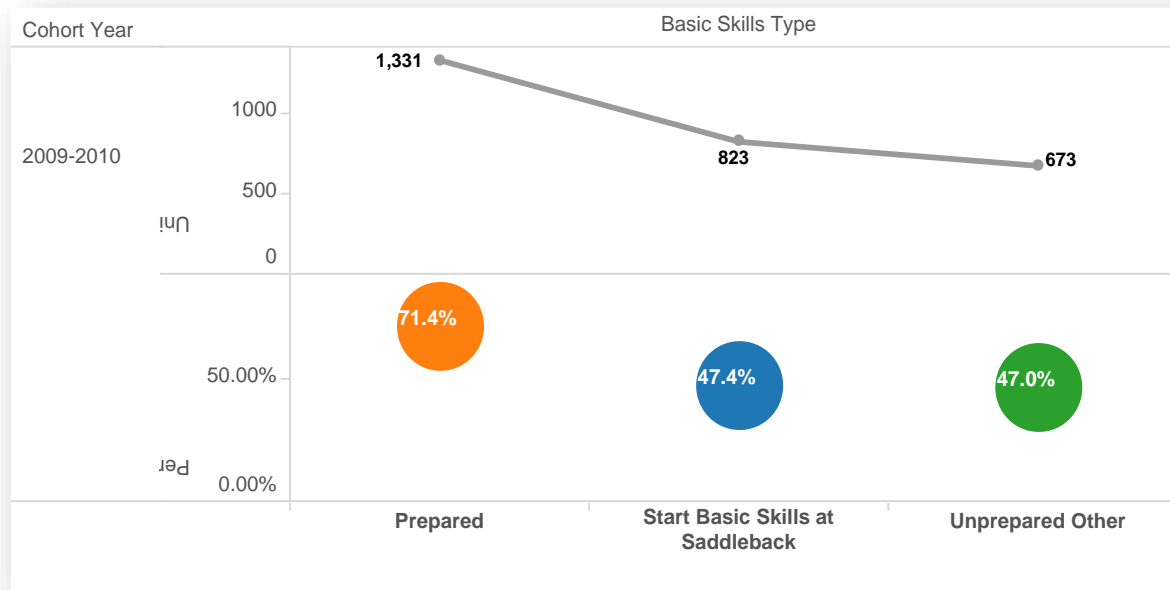
Comparing Course Pass Rates among Sub-Cohorts for the 2009-2010 Completion Cohort (Top 5 Most Popular Courses for all groups combined)

Course ID

- PSYC 1
- PS 1
- ENG 1 A
- ENG 1 B
- MATH 253



Comparing Outcomes Among Sub-Cohorts for the 2009-2010 Completion Cohort



Key Takeaway: At the end of the day, the achievement gap is fairly small among unprepared students. However, more work is needed to close this gap between prepared vs. all types of unprepared students.



Data-driven Approaches: The Findings Thus Far

- We have a recent increase in the number of unprepared students who are taking remediation elsewhere first OR who do not take Math or English courses of any kind with us in the first three years
- Higher percentages of these students are dual enrolled in high school
- Heat map analysis shows Unprepared groups start to look similar over time, however, the pass rates between these groups differ



Creating Change

- Six Factors that support student achievement
 - Directed
 - Focused
 - Nurtured
 - Engaged
 - Connected
 - Valued



Financial Support

- Financial Aid Office
 - Federal Work Study
 - BOG Fee Waiver
 - FAFSA support
- EOPS
 - Counseling Services
 - Book vouchers
- Equity Supported Programs and Efforts
 - Outreach
 - VETS
 - Student Equity Success Coach
 - Book Vouchers



Personal Support

- Counseling- Classroom Visits
 - Daily Drop-In
- Transfer Center and Special Programs
 - EOPS
 - VETS
 - DSPS
- Crisis Intervention Team
- Student Health Center- Classroom Visits
- Involvement on Campus
 - Clubs
 - Work opportunities
 - Mentorship- Matriculation



Academic Support

- Macro-Level
 - Multiple Measures Initiative
 - Common Assessment
 - Acceleration
 - Level-up
- Learning Assistance
 - Embedded tutoring- All BSI related
 - Directed Learning Activities
 - Paper Center
 - PASS Program- Athletes
 - Student Equity Success Coach
 - African American, Hispanic, Pacific Islander