



Roadblocks Faced by Our Basic Skills Students

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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



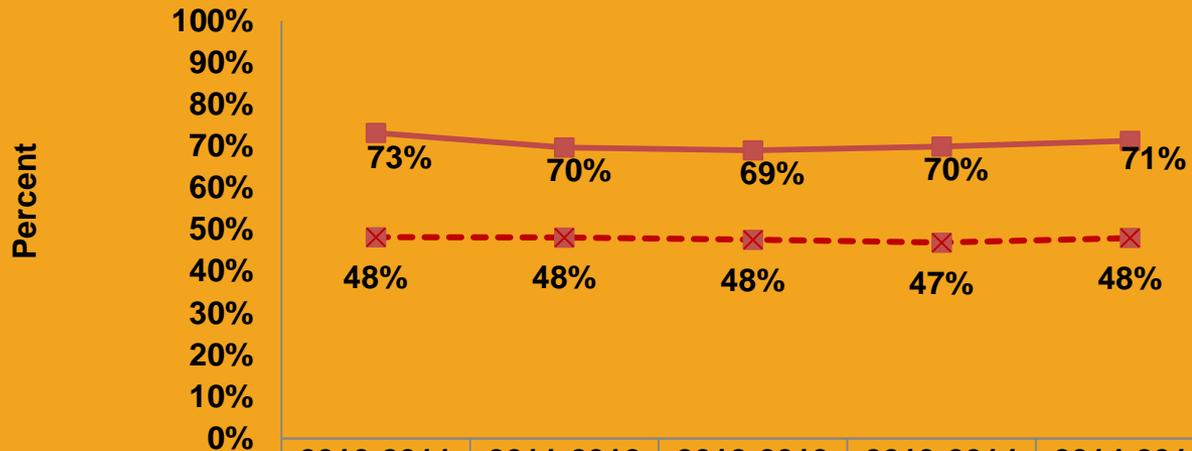
Scorecard Data: A Starting Point and Why We Should Use It

- 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

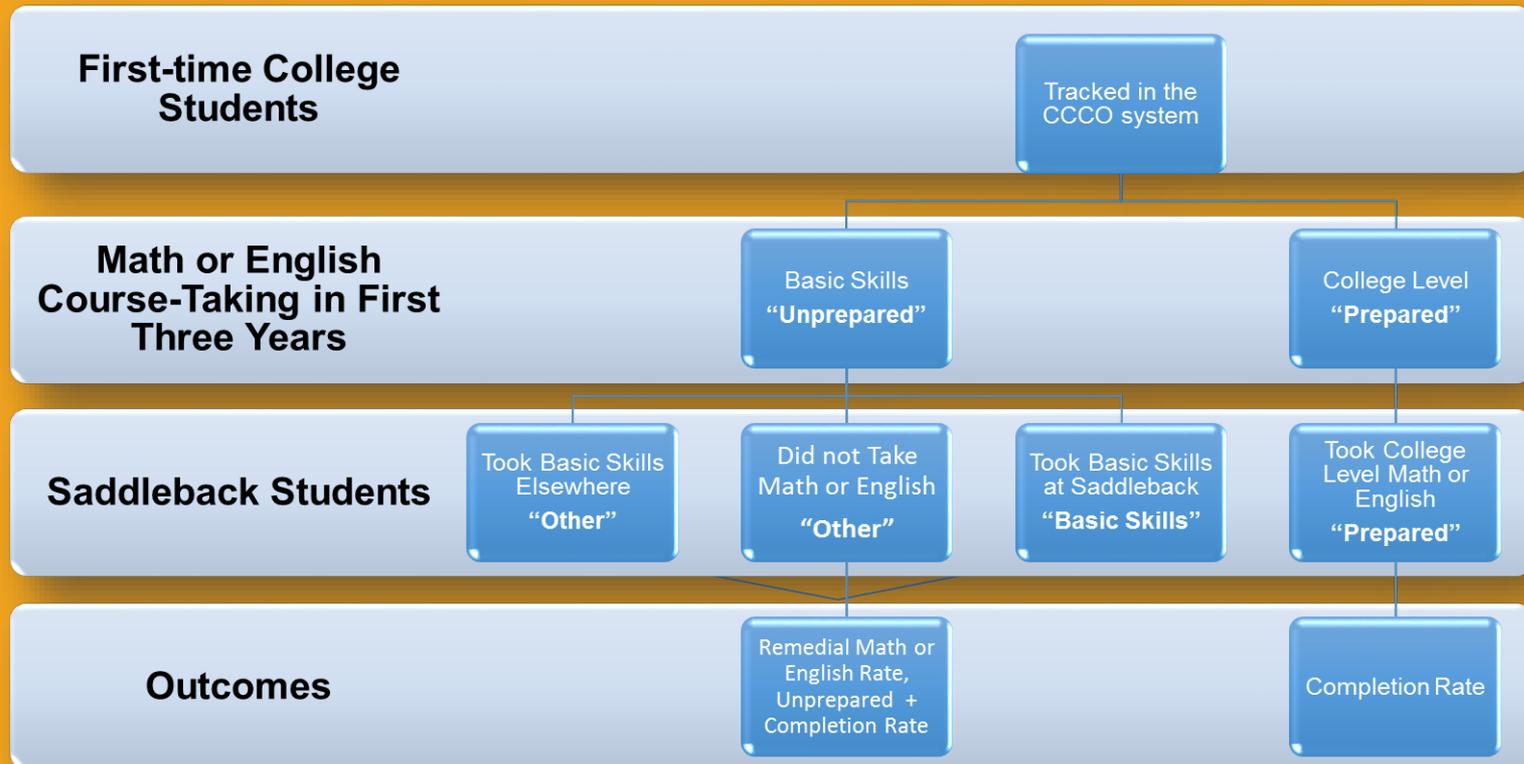


	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
—■— Saddleback -Prepared	73.2%	69.7%	69.0%	69.9%	71.3%
-×- Saddleback - Unprepared	48.2%	48.1%	47.6%	46.9%	48.0%

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 \geq 2.0).

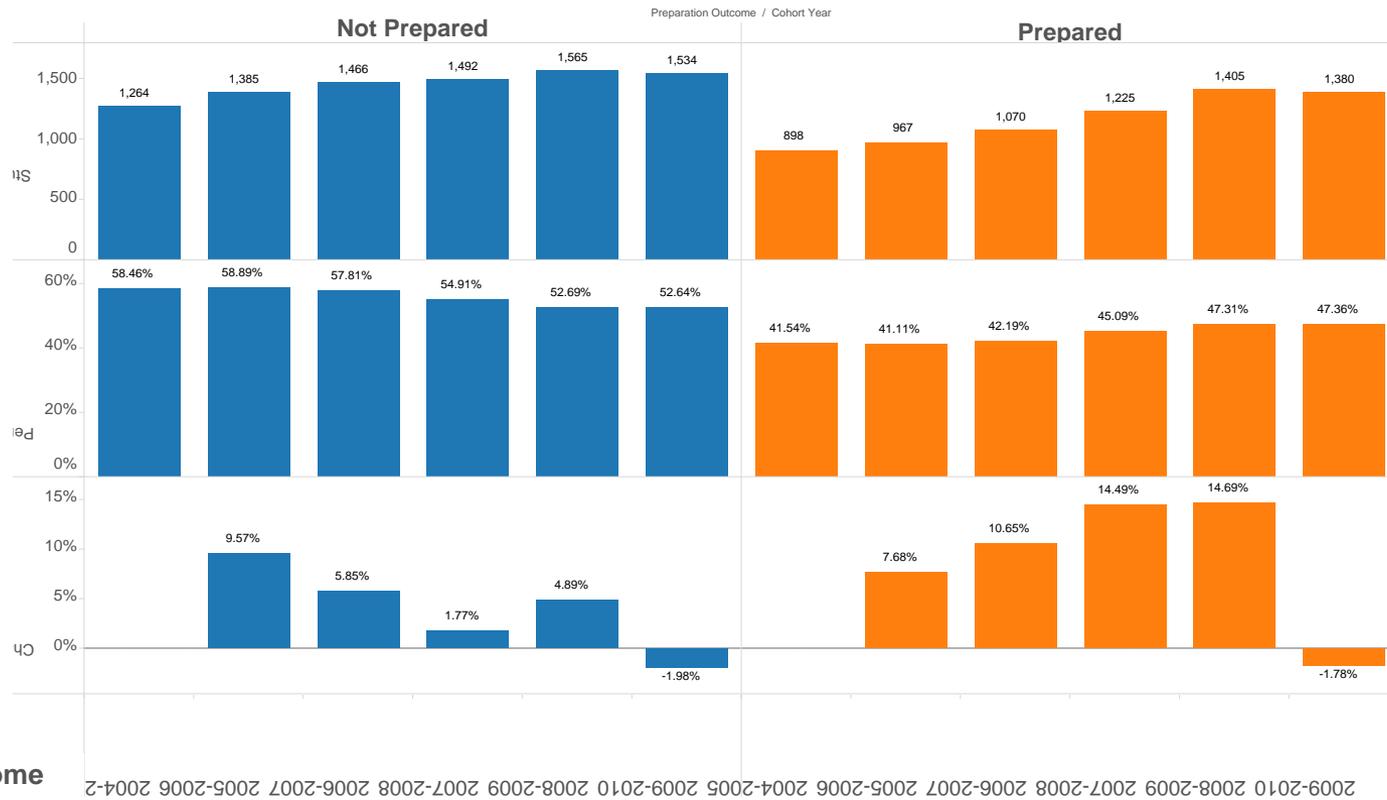
Source: California Community Colleges Chancellor's Office, Student Success Scorecard (<http://scorecard.cccco.edu/scorecard.aspx>), June 2016

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								
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								
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%
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%

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.”



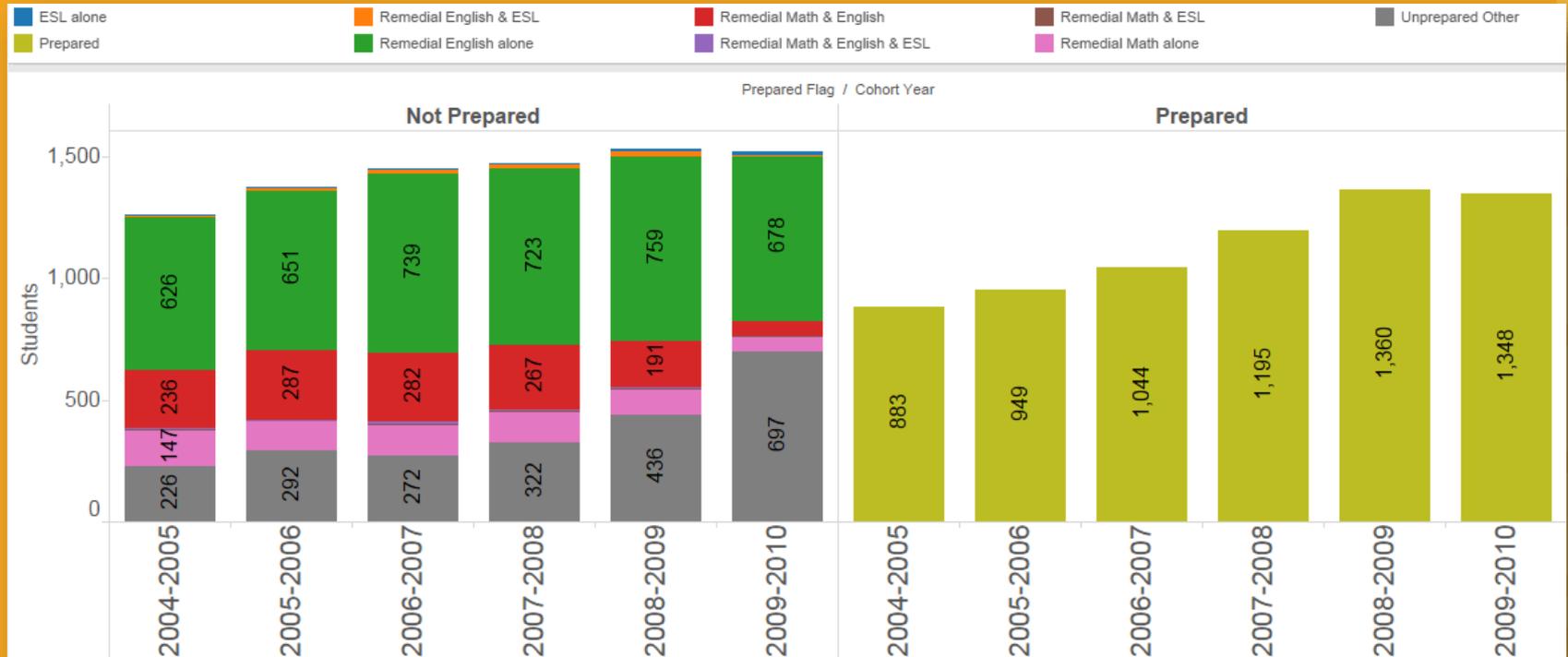
Raw Numbers: Cohorts of Students Tracked for Completion

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)

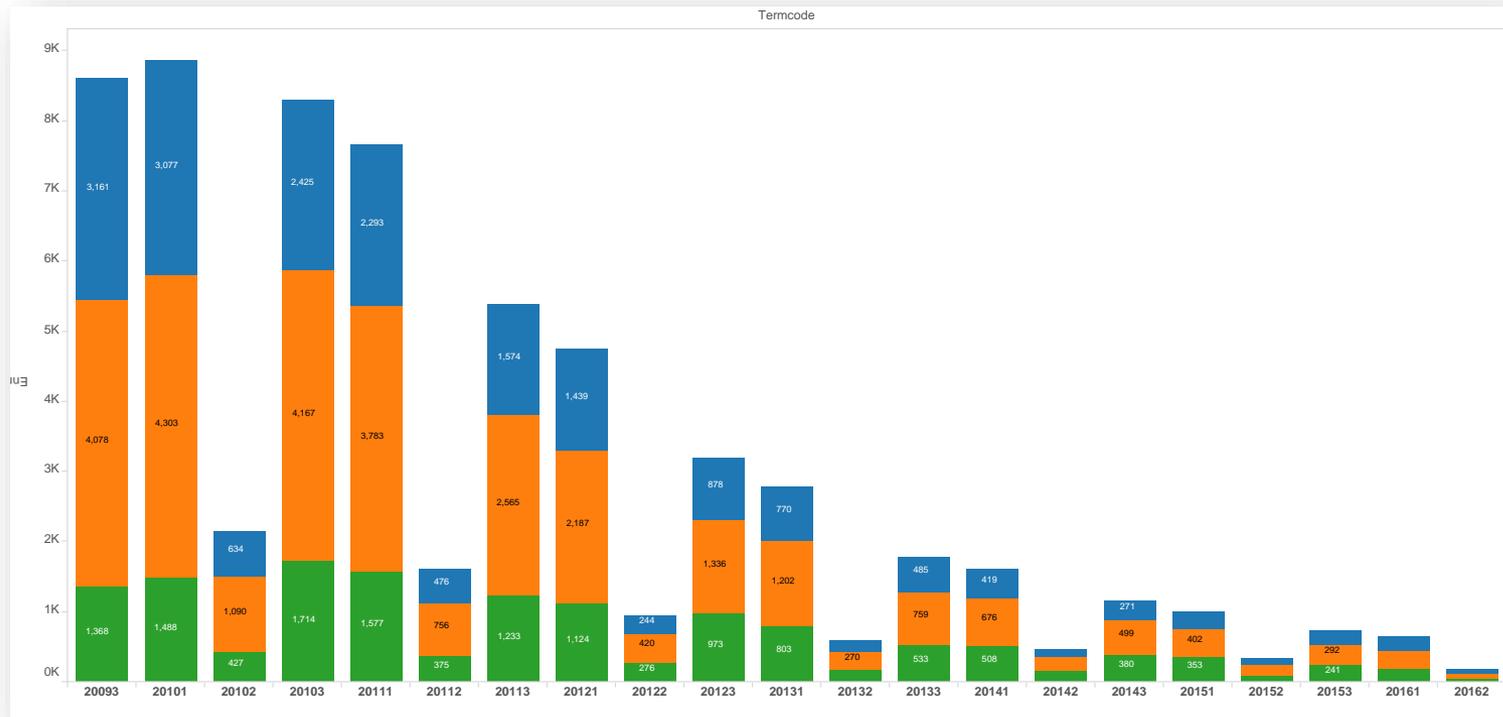
Major Desc	Basic Skills at Saddleback	Unprepared Other
Undecided	342	276
Nursing	104	75
Psychology for Transfer	84	61
Business Administration	79	59
Business (Management)	86	54

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

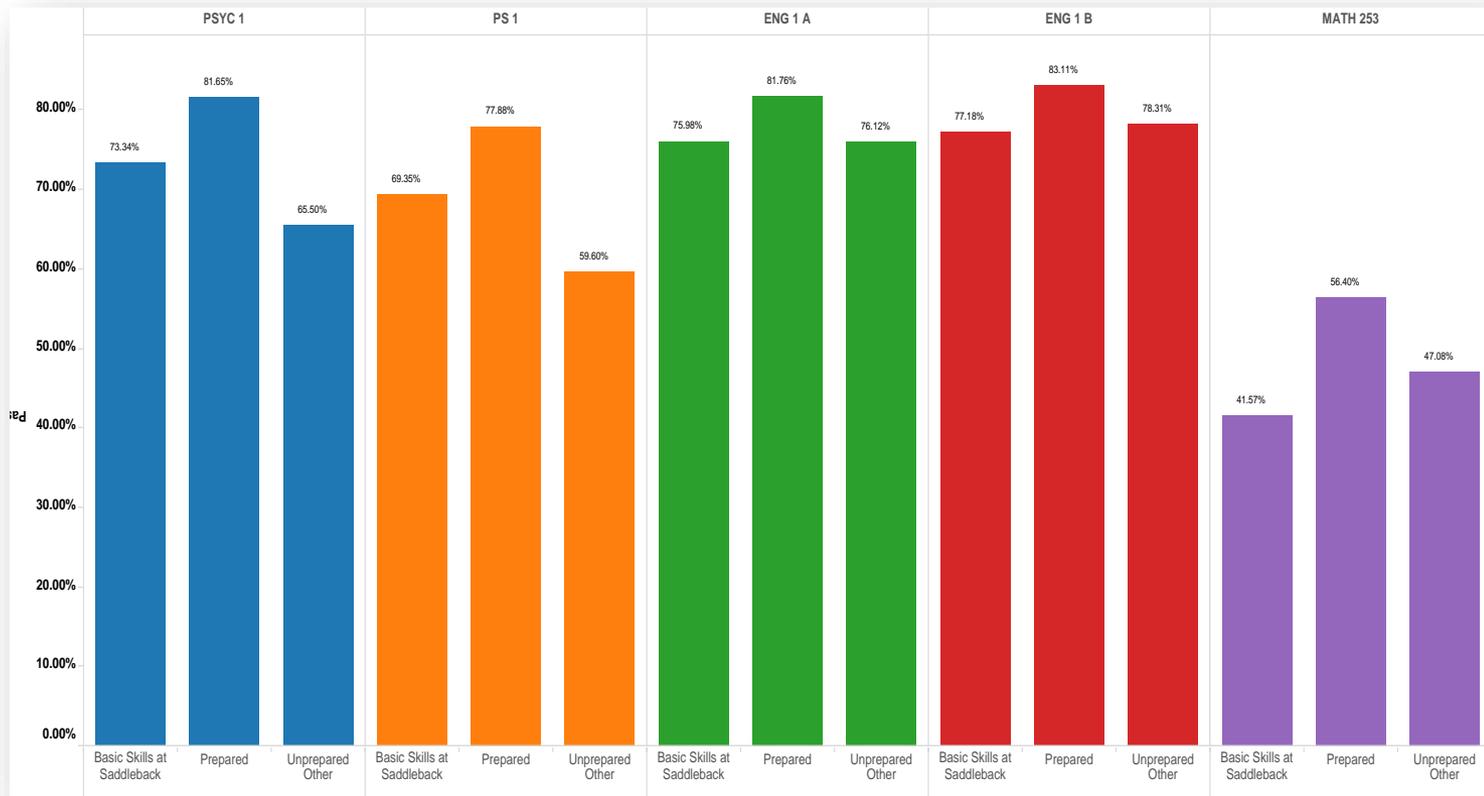
Data Mining Course Patterns: Common Threads Among Students

- 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)

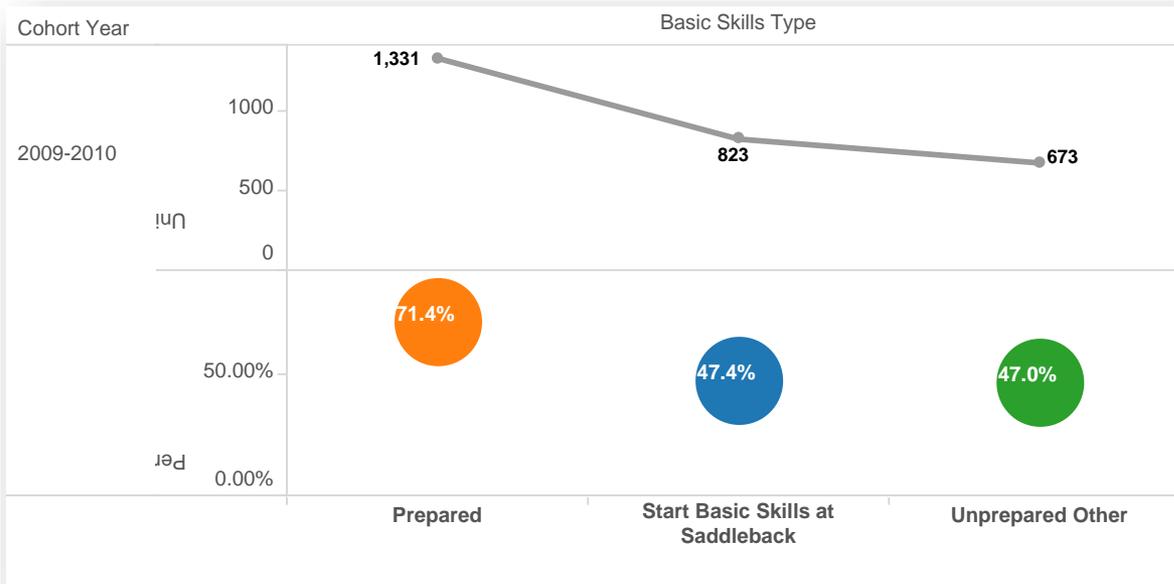
Course ID

- 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