Understanding the Student Success Scorecard

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Background

- California’s community colleges (CCCs) have done very well with access, but not very well with completion.
  - Many students enroll in CCCs, but few leave with a degree, certificate, or transfer.
- The state legislature has challenged the CCCs to increase student success.
- The Student Success Task Force (SSTF) created a comprehensive set of recommendations.
Scorecard

- Provides a common set of measures related to the SSTF guidelines.
- Each college uses Scorecard measures to assess its own improvement.
- Produce of work by researchers, faculty, and administrators.
- First released in early 2013.
- Replaced by Accountability Report for California Community Colleges (ARCC)
Use of Scorecard at RHC

- Annual discussion of Scorecard with Board of Trustees.
- Board has charged staff with implementing SSTF recommendations and improving results on the Scorecard.
- Where appropriate, staff aligning Institutional Goals and Objectives with Scorecard measures.
Six Indicators

## Rio Hondo College

**College Profile**

Description of the student population and course sections offered in 2011-12

### STUDENT INFORMATION

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Count</th>
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</thead>
<tbody>
<tr>
<td>Students</td>
<td>30,574</td>
</tr>
<tr>
<td>GENDER</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>42.2%</td>
</tr>
<tr>
<td>Male</td>
<td>57.3%</td>
</tr>
<tr>
<td>Unknown</td>
<td>0.5%</td>
</tr>
<tr>
<td>ETHNICITY/RACE</td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>2.9%</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>0.3%</td>
</tr>
<tr>
<td>Asian</td>
<td>7.8%</td>
</tr>
<tr>
<td>Filipino</td>
<td>1.7%</td>
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<tr>
<td>Hispanic</td>
<td>64.5%</td>
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<tr>
<td>Pacific Islander</td>
<td>0.2%</td>
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<tr>
<td>White</td>
<td>13.5%</td>
</tr>
<tr>
<td>Two or more Races</td>
<td>0.9%</td>
</tr>
<tr>
<td>Unknown</td>
<td>8.4%</td>
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### OTHER INFORMATION

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Count</th>
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<tbody>
<tr>
<td>Full Time Equivalent Students</td>
<td>13,904.2</td>
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<tr>
<td>Credit Sections</td>
<td>3,707</td>
</tr>
<tr>
<td>Non-Credit Sections</td>
<td>472</td>
</tr>
<tr>
<td>Median Credit Section Size</td>
<td>29</td>
</tr>
<tr>
<td>Percentage of Full-Time Faculty</td>
<td>72.1%</td>
</tr>
</tbody>
</table>
Groups

- Six-year cohorts (often Fall 2006 to Spring 2012).
- “Prepared” and “Unprepared”
  - Prepared: “Student’s lowest course attempted in Math and/or English was college level.”
  - Unprepared: “Student’s lowest course attempted in Math and/or English was remedial level.”
- Degree/Transfer-Seeking Students: “First-time students with minimum of 6 units earned who attempted any Math or English in the first three years.”
Indicators for First-Year, Degree/Transfer-Seeking Students: Persistence, 30 Units, Completion.
Persistence

- Who?
  - First-time student
  - Earned minimum of six units
  - Attempted any Math or English in first three years

- What?
  - Attempted a credit course in each of first three primary semesters (e.g., Fall—Spring—Fall).

- Why?
  - Students who stay enrolled are more likely to complete a program and/or transfer.
30 Units

- **Who?**
  - First-time student
  - Earned minimum of six units
  - Attempted any Math or English in first three years

- **What?**
  - Earned at least 30 units in the CCC system.

- **Why?**
  - Earning 30 units is a tipping point for completion and wage gain.
Completion: Student Progress and Attainment Rate (SPAR)

- **Who?**
  - ✓ First-time student
  - ✓ Earned minimum of six units
  - ✓ Attempted any Math or English in first three years

- **What?**
  - ✓ Earned AA/AS or Chancellor-approved Certificate
  - ✓ Transferred to four-year institution
  - ✓ Successfully completed 60 UC/CSU transferable units with a GPA >= 2.0 (“Transfer Prepared”)
Completion (continued)

- Why?
  - A tangible outcome/accomplishment
  - Student can leave the college with “something in hand.”
Remedial

- **Who?**
  - Credit students (not necessarily first-time)
  - First English, Math, or ESL/ENLA course was below “college level.”

- **What?**
  - Complete a college-level course in the same discipline within six years.

- **Why?**
  - Progression through basic skills is critical to success.
Career Technical Education

- **Who?**
  - Students who completed a CTE/Vocational course and completed a series of courses in the same discipline within three years.

- **What?**
  - Earned AA/AS or Chancellor-approved Certificate
  - Transferred to four-year institution
  - Successfully completed 60 UC/CSU transferable units with a GPA $\geq 2.0$ (“Transfer Prepared”)
CTE (continued)

- Why?
  - A tangible outcome/accomplishment for CTE students.
Career Development and College Preparation (Non-credit)

- **Who?**
  - Students who attempted two or more CDCP courses with at least four attendance hours in each course.

- **What?**
  - Earned CDCP Certificate(s)
  - Earned AA/AS or Chancellor-approved Certificate
  - Transferred to four-year institution
  - Successfully completed 60 UC/CSU transferable units with a GPA $\geq 2.0$ ("Transfer Prepared")
CDCP (continued)

- Why?
  - Converting non-credit/exploring students into students who complete.
Questions for Discussion

- Which groups of students are missing from the Scorecard?
- What student outcomes/accomplishments are not included in the Scorecard?
- How could RHC improve its results on some of the Scorecard measures?
- What are your concerns about how using the Scorecard might affect the campus?
Understanding the Student Success Scorecard

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