UNDERSTANDING AND TRACKING STUDENT SUCCESS

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What does student success mean?

How can we measure and track our students’ success?

How is Rio Hondo College doing on common measures of student success?
Three Sources of Student Success Data

- Student Success Scorecard
- Data Mart (Chancellor’s Office)
- RHC Institutional Research & Planning
STUDENT SUCCESS
SCORECARD
Website
Each college uses Scorecard measures to assess its own improvement.

Annual discussion of Scorecard with the Board of Trustees.

Informing the Student Success Initiative.

Contributing to Institutional Goals & Objectives and Institution-Set Standards.
## Six Indicators

### Rio Hondo College

**College Profile**

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

| STUDENT INFORMATION | | OTHER INFORMATION |
|---------------------|------------------|
| Students | 30,574 | Full Time Equivalent Students | 13,904.2 |
| GENDER | ETHNICITY/RACE | Credit Sections | 3,707 |
| Female | African American | Non-Credit Sections | 472 |
| Male | American Indian/Alaskan Native | Median Credit Section Size | 29 |
| Unknown | Asian | Percentage of Full-Time Faculty | 72.1% |
| AGE | | |
| Less than 20 years old | Filipino | | |
| 20 to 24 years old | Hispanic | | |
| 25 to 49 years old | Pacific Islander | | |
| 50 or more years old | White | | |
| Unknown | Two or more Races | | |
| | Unknown | | |
Six-year cohorts (Fall 2006 to Spring 2012).

“Prepared” and “Unprepared”


Unprepared: Started in basic skills Math or English.
Indicators for First-Year, Degree/Transfer-Seeking Students

- Persistence, 30 Units, Completion.

- 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.
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)

- **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")

- **Why?**
  - A tangible outcome/accomplishment
  - Student can leave the college with “something in hand.”
## Indicators for First-Year, Degree/Transfer-Seeking Students

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<tbody>
<tr>
<td>Cohort Size</td>
<td>1,817</td>
<td>1,662</td>
<td>1,740</td>
<td>1,739</td>
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<td>Persistence Rate</td>
<td>66.7%</td>
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<tr>
<td>30 Units Rate</td>
<td>58.6%</td>
<td>60.6%</td>
<td>61.8%</td>
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<td>63.4%</td>
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<tr>
<td>Completion Rate</td>
<td>39.0%</td>
<td>41.9%</td>
<td>41.9%</td>
<td>41.5%</td>
<td>39.9%</td>
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Indicators for Specific Groups of Students

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 6 years.

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

- **Who?**
  - Students who completed both a CTE/Vocational course and a series of courses in the same discipline within 3 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”)

- **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 4 attendance hours in each course.

- **What?**
  - Earned CDCP Certificate(s)
  - Same as Career Technical Education

- **Why?**
  - Converting non-credit/exploring students into students who complete.
## Indicators for Specific Groups of Students

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<td><strong>Math</strong></td>
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<td>1,723</td>
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<td><strong>English</strong></td>
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<td>Cohort Size</td>
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<td>1,611</td>
<td>1,617</td>
<td>1,599</td>
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<td><strong>ESL</strong></td>
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<td>936</td>
<td>1,068</td>
<td>973</td>
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<td>51.9%</td>
<td>51.3%</td>
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<td>1,679</td>
<td>1,663</td>
<td>1,696</td>
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<td><strong>CDCP</strong></td>
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<td>10.0%</td>
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Interactive website of the CCCCCO.
http://datamart.cccco.edu/datamart.aspx

Broad range of data in accessible format.

Available at college level or state level.

Basic data: Enrollment, FTES, student & staff demographics, DSPS, financial aid.

Indicators of student success.
Student Success Indicators

- Course retention & success rates
- Program awards (degrees & certificates)
- Basic Skills Cohort Progress Tracker
- Scorecard Metrics
Customized Projects

- Results for specific programs or groups of students.
- Tracking progress of cohorts.
- Progress through course sequences.
When Data May be Needed

- Working on Program Plans
- Planning and writing a grant application
- Informing faculty ideas
- Needing student data for current term
- Needing data for a cohort of students
Recent Examples

- Persistence of students who did/not take COUN 101 or 151.
- Course progression for learning-community students.
- Tracking progress of El Monte Pledge Students.
- Retention/Success/GPA in relation to instructor-initiated withdrawal policy.
- Success of students with ‘C’ in STEM prerequisite course.
All members of the campus community are welcome to develop and request a project.

Use the online form to submit a request.

http://www.riohondo.edu/research/research/index.htm

IRP will confirm request and, if necessary, set meeting.

Projects typically require two weeks.

Can meet with you to explain and help apply the results.
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