



**RIO
HONDO
COLLEGE**



STUDENT SUCCESS AT RHC: 2018 STUDENT SUCCESS SCORECARD

**PRESENTED TO THE RHCCD
BOARD OF TRUSTEES**

PRESENTATION OVERVIEW

- Review Student Success Scorecard
- Review metrics and District performance
- Outline next steps

STUDENT SUCCESS SCORECARD: BACKGROUND

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

STUDENT SUCCESS SCORECARD: LAW AND GUIDANCE

- Statutorily required in the Education Code

“As a condition of receiving specified funds in the annual Budget Act, each community college district board of trustees shall annually review and adopt its contribution to the segment wide annual report as part of a regularly scheduled and noticed public meeting at which public comment shall be invited.”

- Chancellor’s Office guidelines:

- Reference to the Scorecard and the specific report’s year (e.g., the 2018 Scorecard).
- Reference to the areas or metrics discussed in the Scorecard (e.g., completion rate overall, completion rate prepared, etc.)
- Reaction, including questions and comments, from board of trustee members.

STUDENT SUCCESS SCORECARD: USES AT RHC

- Institutional Effectiveness
 - Student Success discussions
 - Where appropriate, alignment with Institutional Goals and Objectives
 - Institution-set Standards (Accreditation)
 - Educational Master Plan

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2018 STUDENT SUCCESS SCORECARD

RHC SCORECARD TAKE AWAYS

Over the life of the initiative, the college increased or improved outcomes for students on **EVERY** metric.

- Substantial gains were achieved in:

- Remedial ESL progress +12.9
- Remedial English progress +10.5
- Persistence +10.3

- Moderate gains achieved in:

- Transfer Level Math 2 year +4.7
- Transfer Level English 1 year +4.2
- Remedial Math +3.5
- CTE Completion +3.4

The logo for Rio Hondo College features the text "RIO HONDO COLLEGE" in a bold, black, sans-serif font. Below the text are three horizontal, wavy lines in shades of brown and tan, resembling a stylized river or landscape.

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STUDENT SUCCESS SCORECARD METRICS

- There are eight total metrics
- Three completion metrics
- Two metrics on developmental education and ESL
- Two metrics on Career Technical Education (CTE)
- One metric for non-credit

STUDENT SUCCESS SCORECARD: COMPLETION METRICS

- What are they?
 - Three measures: **Persistence, 30 units, Degree/Transfer**
 - First-time students with **intent to complete tracked for six years**
 - Intent to complete: earned a minimum of six units, attempted any math or English within first three years
 - Disaggregated by level of preparation and demographic categories
- Why are they important?
 - Student progress and achievement
 - Important to understand progress and achievement through lens of student preparation and historical patterns of participation in higher education
- What are some of the drawbacks?
 - Retrospective cohort model
 - Any historical issues with MIS data impact metrics

STUDENT SUCCESS SCORECARD: COMPLETION

- How are we doing?

		07/08	08/09	09/10	10/11	11/12
Completion						
Overall		37.9%	37.6%	37.1%	39.6%	39.0%
		(n=1,863)	(n=2,157)	(n=2,103)	(n=2,146)	(n=2,344)
		07/08	08/09	09/10	10/11	11/12
Persistence						
Overall		67.5%	71.6%	71.0%	76.1%	77.8%
		(n=1,863)	(n=2,157)	(n=2,103)	(n=2,146)	(n=2,344)
		07/08	08/09	09/10	10/11	11/12
30 Units						
Overall		63.1%	62.9%	63.5%	64.1%	66.3%
		(n=1,863)	(n=2,157)	(n=2,103)	(n=2,146)	(n=2,344)

Completion has increased 1.1 percentage points

Persistence has increased by 10.3 percentage points

Completion of 30 units has increased by .2 percentage points

STUDENT SUCCESS SCORECARD: REMEDIAL/ESL COMPLETION

- What is it?
 - **Completion** of college level courses in **math, English, and ESL** by students who started below college level
 - **Credit students** with intent to complete **tracked for six years**
 - Intent to complete: earned a minimum of six units, attempted any math or English within first three years
 - Outcome is completion of college-level course in the same discipline
- Why is it important?
 - Progress through developmental curriculum in math, English, and ESL
 - Important to understand student preparation and progress as it relates to transfer and degree completion
- What are some of the drawbacks?
 - Retrospective cohort
 - Any historical issues with MIS data impact metrics

STUDENT SUCCESS SCORECARD: REMEDIAL/ESL

- How are we doing?

	07/08	08/09	09/10	10/11	11/12
Remedial English	37.9%	37.4%	35.0%	39.9%	48.4%
	(n=1,437)	(n=1,564)	(n=1,418)	(n=1,248)	(n=1,513)
Remedial Math	27.7%	26.6%	28.4%	30.3%	31.2%
	(n=2,235)	(n=2,559)	(n=2,538)	(n=2,659)	(n=2,766)
Remedial ESL	45.6%	47.4%	45.3%	49.0%	58.5%
	(n=867)	(n=974)	(n=1,006)	(n=1,052)	(n=1,114)

English progression improved by 10.5 percentage points

Math progression improved by 3.5 percentage points

ESL progression improved by 12.9 percentage points

STUDENT SUCCESS SCORECARD: REMEDIAL -- TRANSFER LEVEL ACHIEVEMENT

- What is it?
 - **One and two year benchmarks for completing transfer level courses in math and English**
 - First-time credit students with intent to complete tracked for two years
 - Intent to complete: earned a minimum of six units, attempted any **math** or **English**
 - Outcome is completion of college-level course in the same discipline (math or English) within one or two years
- Why is it important?
 - Progress through developmental curriculum in math, English, and ESL
 - Important to understand student preparation and progress as it relates to transfer and degree completion
 - Disaggregation by discipline allows for understanding of barriers to completion
- What are some of the drawbacks?
 - Any historical issues with MIS data impact metrics

STUDENT SUCCESS SCORECARD: TRANSFER LEVEL ACHIEVEMENT

- How are we doing?

Transfer Level Achievement		11/12	12/13	13/14	14/15	15/16
English	1 Year	33.2%	34.0%	36.9%	34.9%	37.4%
		(n=1,668)	(n=1,525)	(n=1,555)	(n=1,492)	(n=1,351)
English	2 Year	52.1%	53.1%	55.6%	53.8%	53.9%
		(n=1,668)	(n=1,525)	(n=1,555)	(n=1,492)	(n=1,351)
Math	1 Year	3.3%	3.7%	5.0%	3.2%	4.7%
		(n=1,668)	(n=1,525)	(n=1,555)	(n=1,492)	(n=1,351)
Math	2 Year	9.2%	9.0%	12.2%	10.6%	13.9%
		(n=1,668)	(n=1,525)	(n=1,555)	(n=1,492)	(n=1,351)

In English, 1 year achievement rates increased by 4.2 percentage points; 2 year achievement rates increased by 1.8 percentage points

In Math, 1 year achievement rates increased by 1.4 percentage points; 2 year achievement rates increased by 4.7 percentage points

STUDENT SUCCESS SCORECARD: CTE METRICS

- What is it?
 - Two metrics: **completion** (degree, certificate, transfer, transfer prepared) and **wage increases** for skills builders
 - First-time **CTE concentrators (completion)**
 - Attempted a CTE course and completed more than 8 units within 3 years in a single CTE discipline
 - Completion outcome: earning a degree, certificate, transfer, or transfer prepared status **within 6 years**
 - **Skills builders (wage increases)**
 - Complete a CTE course of at least .5 units and passed all CTE coursework within an academic year
 - Skills builders outcome: annual inflation adjusted median percentage change in earnings (**1 year prior to enrollment and 1 year after completing enrollment**)
- Why is it important?
 - Progress through curriculum to goal attainment – degrees, certificates, transfer and wage increases
- What are some of the drawbacks?
 - Not all wages will be found in the EDD UI wage data – only includes those students employed in occupations covered by the UI database
 - Retrospective cohort model
 - Any historical issues with MIS data impact metrics

STUDENT SUCCESS SCORECARD: CTE METRICS - COMPLETION

- How are we doing?

	07/08	08/09	09/10	10/11	11/12
Overall	47.4%	49.7%	50.2%	53.6%	50.8%
	(n=1,826)	(n=1,931)	(n=1,695)	(n=1,763)	(n=1,860)

Completion for CTE concentrators increased by 3.4 percentage points.

STUDENT SUCCESS SCORECARD: CTE METRICS -- WAGES

- How are we doing?

Median Change Earnings	14/15
Overall	26.9% (n=1,275)
Administration of Justice	19.8% (n=340)
Carpentry	27.8% (n=278)
Fire Technology	39.6% (n=203)
Accounting	31.1% (n=67)
Construction Crafts Technology	24.4% (n=64)
Child Development/Early Child Care	45.8% (n=58)
Information Technology	32.9% (n=52)
Emergency Medical Services	105.1% (n=41)
Mill and Cabinet Work	45.5% (n=39)
Drafting Technology	36.8% (n=36)

Overall, skills builders increased their earnings by 26.9% over baseline earnings. Gains varied by discipline and ranged from 19.8% for Administration of Justice to 105.1% for Emergency Medical Services.

NEXT STEPS

- SUBMISSION OF REPORT TO CCCCO
- CONCLUSION OF SCORECARD
- TRANSITION TO VISION FOR SUCCESS/STUDENT SUCCESS METRICS
- STUDENT SUCCESS METRICS-- LOCAL GOALS DUE MAY 2019

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