



2015 Student Success Scorecard

Results for the colleges of the Kern Community College District (KCCD)

Institutional Research and Reporting
February 2016

Overview

Established in 2004, the Student Success Scorecard was originally called the Accountability Reporting for Community Colleges (ARCC). It was created in response to Assembly Bill AB1417, to make policymakers, local college officials, elected boards, and the public aware of system and college performance. In 2013, at the recommendation of the Student Success Task Force, the annual ARCC report changed format to become the Student Success Scorecard.

The California Community College Chancellor's Office (CCCCO) provides student success scorecards for each California Community College. To see the actual scorecard, visit the CCCCCO Student Success Scorecard website at <http://scorecard.cccco.edu/scorecard.aspx>.

The reporting framework for the Student Success Scorecard consists of:

- State of the System Report
- Individual College Scorecards
 - College Profile
 - Outcomes for five student success metrics
- Datamart 2.0 – online querying of scorecard data
- Data on Demand – unitary data available for researchers

The following pages contain the results for the **2015 version of the Student Success Scorecard**, which includes outcomes for five six-year cohorts for each of the three colleges in the KCCD.

2015 Student Success Scorecard

College Profile for 2013-14 Students

College Profile Explanation: The college profile includes all students in the latest complete academic year, not just students in the student success scorecard cohort. The profile includes college characteristics and student demographics.

2013-14 College Characteristics with a Comparison to 2012-13

Between the two years, the student-counseling ratio decreased at BC and increased at both CC and PC. For the first time, college characteristics include the percentage of first-generation college students. At CC, 35% of all 2013-14 students were first-generation. At BC and PC, over 50% of all students were first-generation.

2013-14 College Characteristics			
	BC	CC	PC
Full-Time Equivalent Students	13,162.5	2,902.6	3,065.3
Credit Sections	3,343	1,027	795
Non-Credit Sections	30	4	5
Median Credit Section Size	30	23	31
Full-Time Faculty Percentage (Districtwide)	69.8%	69.8%	69.8%
Percentage of First-Generation Students	52.6%	35.0%	58.2%
Student to Counseling Ratio	1,151:1	539:1	1,237:1

2012-13 College Characteristics (As a comparison)			
	BC	CC	PC
Full-Time Equivalent Students	12,515.2	3,048.1	3,016.8
Credit Sections	3,276	961	764
Non-Credit Sections	29	4	1
Median Credit Section Size	29	25	33
Full-Time Faculty Percentage (Districtwide)	71.8%	71.8%	71.8%
Student Counseling Ratio	1,214:1	516:1	959:1

2013-14 Student Demographics

The table below includes demographics for all students in the 2013-14 academic year. There are more females than males at each college. Students between the ages of 20 to 24 years old are the largest age group at both BC and PC, while students 25 to 39 years old are the largest at CC. Hispanic students are the largest ethnic group at both BC and PC, while White students are the largest at CC.

2013-14 Student Demographics			
	BC	CC	PC
Students (Unduplicated)	24,423	6,933	4,931
Female	54.3%	62.3%	60.9%
Male	45.2%	37.5%	38.8%
Not Reported	0.6%	0.2%	0.3%
< 20 years old	28.9%	18.0%	29.1%
20 to 24 years old	35.4%	26.2%	36.3%
25 to 39 years old	26.1%	36.1%	25.8%
40+ years old	9.6%	19.8%	8.8%
African American	4.9%	4.2%	1.2%
American Indian	0.4%	1.8%	0.8%
Asian	2.4%	2.7%	2.0%
Filipino	2.0%	1.5%	2.3%
Hispanic	61.6%	33.7%	71.6%
Pacific Islander	0.1%	0.2%	0.1%
White	23.9%	50.4%	19.4%
Two or More Races	3.3%	4.9%	2.4%
Not Reported	1.4%	0.5%	0.4%

2015 Student Success Scorecard

Metric Results: Completion Rate

Completion Rate Explanation: The percentage of first-time degree and/or transfer-seeking students who completed a degree, certificate or transfer related outcome within six years.

Cohort Description: First-time students with a minimum of six units earned who attempted any Math or English course in their first three years.

Outcome Description: Achievement in one of the following outcomes within six years: earn an AA/AS or Certificate, transfer to a 4-year institution, or attain 'Transfer Prepared' status (successfully completed 60 UC/CSU transferrable units with a GPA of 2.0 or better).

2015 Results at a Glance

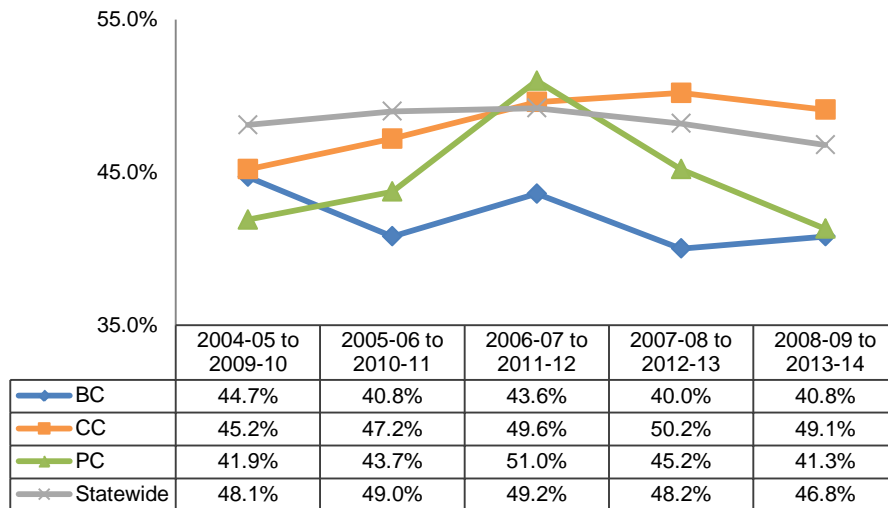
BC
40.8% ↓
CC
49.1% ↑
PC
41.3% ↓

Results for the Most Recent Cohort (2008-09 to 2013-14)
Arrow s indicate direction of the five-year trend

Five-year Trend Results

The graph below displays a five-year trend of the overall Completion rates at the KCCCD colleges as well as the statewide average.

Overall Completion Rate



A Focus on Achievement Gaps

The table below shows Completion rates by preparation level for KCCCD students in the 2008-09 through 2013-14 cohort. Results indicate prepared students had higher success rates at all three colleges.

Completion Rate by Preparation Level	BC	CC	PC
Overall	40.8%	49.1%	41.3%
Prepared	68.0%	76.6%	80.0%
Unprepared	34.4%	39.5%	35.9%

2015 Student Success Scorecard Metric Results: Persistence Rate

Persistence Rate Explanation: The percentage of first-time degree and/or transfer-seeking students who enrolled in three consecutive primary terms anywhere in the system. This is a milestone or momentum point metric - research shows students with sustained enrollment are more likely to succeed.

Cohort Description: First-time students with a minimum of six units earned who attempted any Math or English Course in their first three years.

Outcome Description: Students attempted a credit course in each of their first three consecutive primary semesters at any CA Community College (CCC). Students who received a degree, certificate or transferred to a four-year institution within the first three consecutive terms were also counted as meeting the outcome.

2015 Results at a Glance

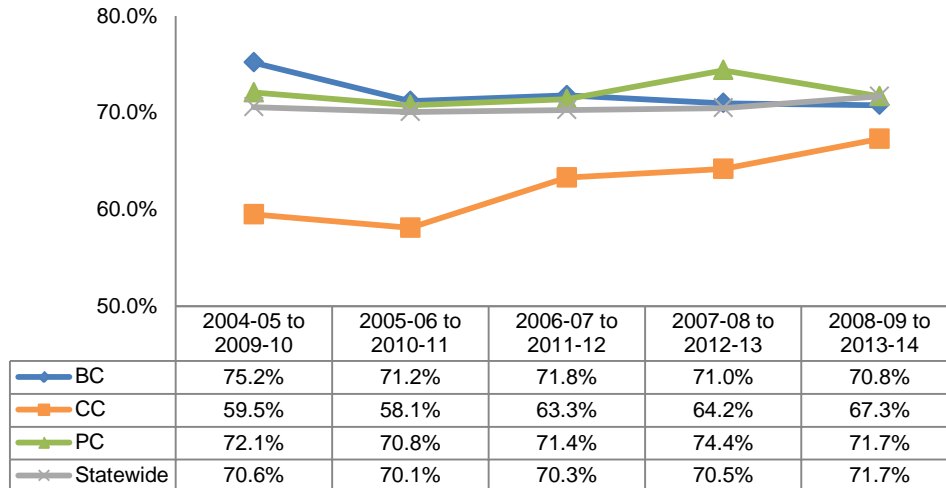
BC	CC	PC
70.8% ↓	67.3% ↑	71.7% ↓

Results for the Most Recent Cohort (2008-09 to 2013-14)
Arrows indicate direction of the five-year trend

Five-year Trend Results

The graph below displays a five-year trend of the overall Persistence rates at the KCCCD colleges as well as the statewide average.

Overall Persistence Rate



A Focus on Achievement Gaps

The table below shows Persistence rates by gender and prepared status for KCCCD students in the 2008-09 through 2013-14 cohort. Overall, females tend to be more successful than males, with the exception of prepared students at PC.

Persistence Rate by Gender & Prepared Status			
BC	Overall	Prepared	Unprepared
Female	71.4%	73.1%	71.0%
Male	70.0%	70.7%	69.8%
CC			
Female	68.2%	70.0%	67.5%
Male	66.1%	70.9%	64.5%
PC			
Female	71.6%	68.8%	72.0%
Male	71.5%	81.0%	69.9%

2015 Student Success Scorecard Metric Results: 30 Unit Rate

30 Unit Rate Explanation: The percentage of first-time degree and/or transfer-seeking students who achieve at least 30 units within six years. This metric is also a milestone or momentum point because the attainment of 30 units tends to be positively correlated with completion and wage gain.

Cohort Description: First-time students with a minimum of six units earned who attempted any Math or English course in their first three years.

Outcome Description: Earned at least 30 units (any credit units) in the CCC system within six years.

2015 Results at a Glance

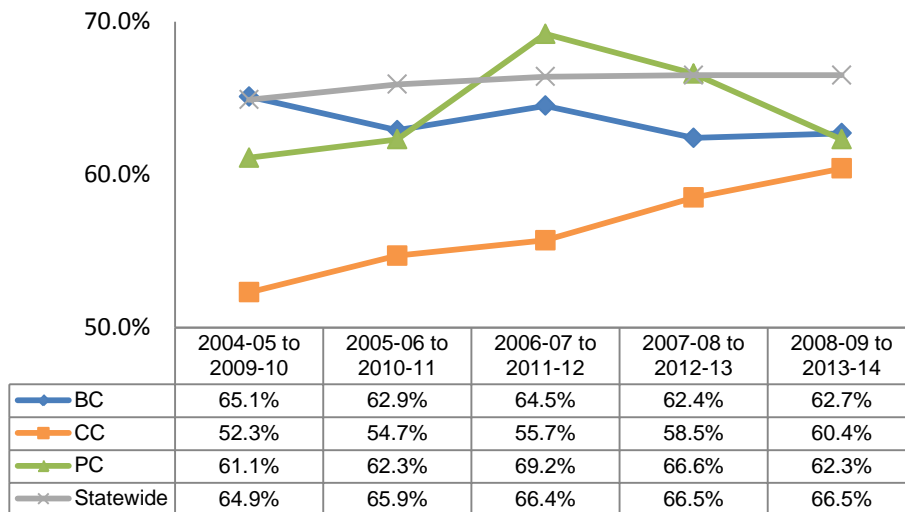
BC	CC	PC
62.7% ↓	60.4% ↑	62.3% ↑

Results for the Most Recent Cohort (2008-09 to 2013-14)
Arrows indicate direction of the five-year trend

Five-year Trend Results

The graph below displays a five-year trend of the overall 30 Unit Completion rates at the KCCCD colleges as well as the statewide average.

Overall 30 Unit Rate



A Focus on Achievement Gaps

The table below shows the overall 30 Unit Completion rates by ethnicity for KCCCD students in the 2008-09 through 2013-14 cohort. At BC, Asian students had the highest success rate and African American students had the lowest. At CC and PC, there were only two ethnic groups with more than 30 students in the cohort (Hispanic and White). At PC, Hispanic students had the highest success rate; and at CC, White students had the highest success rate.

Rates in italicized grey print indicate groups of fewer than 30 students.

Overall 30 Unit Rate by Ethnicity			
	BC	CC	PC
All Students	62.7%	60.4%	62.3%
African American	48.9%	44.4%	71.4%
American Indian	69.6%	41.2%	46.7%
Asian	75.0%	70.0%	58.8%
Filipino	74.5%	76.5%	56.5%
Hispanic	59.2%	54.8%	63.4%
Pacific Islander	50.0%	75.0%	100.0%
White	67.3%	60.4%	62.7%

2015 Student Success Scorecard

Metric Results: Remedial Math Progress Rate

Remedial Math Progress Rate Explanation: The percentage of credit students who start below college level in Math and continue to successfully complete a college-level course in the same discipline within six years.

Cohort Description: Students attempting a Math course coded at below college level. Placement into the cohort occurs when the student first attempts a course below college level in the specific discipline.

Outcome Description: Successful completion of a college level Math course within six years.

2015 Results at a Glance

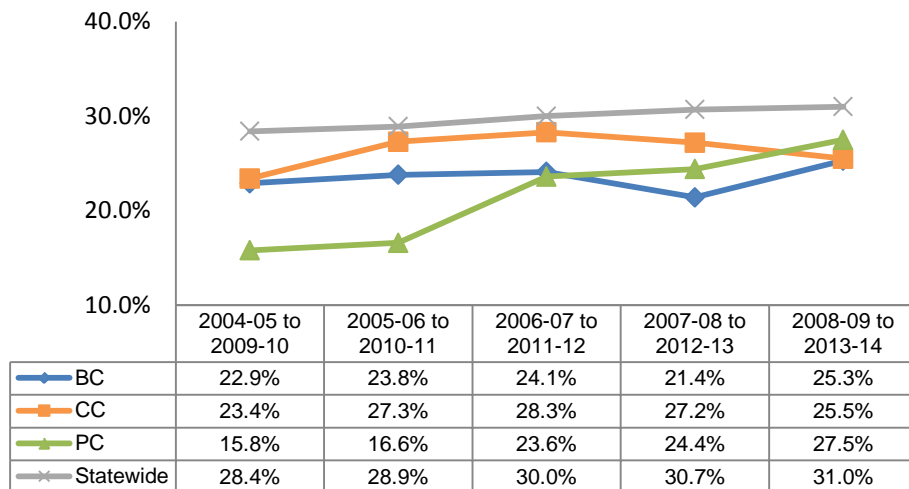
BC	CC	PC
25.3% ↑	25.5% ↑	27.5% ↑

Results for the Most Recent Cohort (2008-09 to 2013-14)
Arrows indicate direction of the five-year trend

Five-year Trend Results

The graph below displays a five-year trend of Remedial Math Progress rates at the KCCCD colleges as well as the statewide average.

Remedial Math Progress Rate



A Focus on Achievement Gaps

The table below shows Remedial Math Progress rates by ethnicity for KCCCD students in the 2008-09 through 2013-14 cohort. At BC, Asian students were most successful and African American students were least successful of ethnic groups with 30 or more students in the cohort. At CC and PC, there were only two ethnic groups with more than 30 students in the cohort (Hispanic and White). Hispanic students were most successful at CC and White students were most successful at PC.

Rates in italicized grey print indicate groups of fewer than 30 students.

Remedial Math Progress Rate by Ethnicity			
	BC	CC	PC
All Students	25.3%	25.5%	27.5%
African American	15.6%	<i>11.1%</i>	<i>28.6%</i>
American Indian	20.0%	<i>5.0%</i>	<i>30.8%</i>
Asian	36.8%	<i>16.7%</i>	<i>53.8%</i>
Filipino	31.9%	<i>42.9%</i>	<i>23.1%</i>
Hispanic	25.3%	28.0%	24.3%
Pacific Islander	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>
White	26.8%	26.6%	33.3%

2015 Student Success Scorecard

Metric Results: Remedial English Progress Rate

Remedial English Progress Rate Explanation: The percentage of credit students who start below transfer level in English and continue to successfully complete a transfer-level course in the same discipline within six years.

Cohort Description: Students attempting an English course coded at below transfer level. Placement into the cohort occurs when the student first attempts a course below transfer level in the specific discipline.

Outcome Description: Successful completion of a transfer level English course within six years.

2015 Results at a Glance

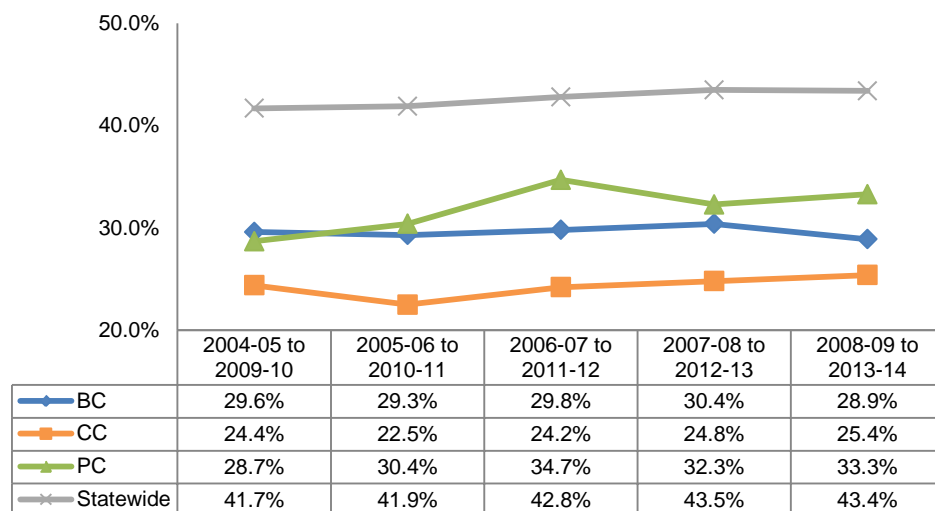
BC	CC	PC
28.9% ↓	25.4% ↑	33.3% ↑

Results for the Most Recent Cohort (2008-09 to 2013-14)
Arrows indicate direction of the five-year trend

Five-year Trend Results

The graph below displays a five-year trend of Remedial English Progress rates at the KCCCD colleges as well as the statewide average.

Remedial English Progress Rate



A Focus on Achievement Gaps

The table below shows Remedial English Progress rates by student age for KCCCD students in the 2008-09 through 2013-14 cohort. At all three colleges, students younger than 20 years old were the most successful.

Remedial English Progress Rate by Age			
	BC	CC	PC
All Students	28.9%	25.4%	33.3%
< 20 years old	30.4%	35.9%	39.5%
20 - 24 years old	26.5%	20.4%	25.1%
25 - 39 years old	29.4%	19.4%	26.3%
40+ years old	18.3%	9.5%	31.3%

2015 Student Success Scorecard

Metric Results: Remedial ESL Progress Rate

Remedial ESL Progress Rate Explanation: The percentage of credit students who start below transfer level in ESL and continue to successfully complete a transfer-level course in the same discipline within six years.

Cohort Description: Students attempting an ESL course coded at below transfer level. Placement into the cohort occurs when the student first attempts a course below transfer level in the specific discipline.

Outcome Description: Successful completion of a transfer level ESL or English course within six years.

2015 Results at a Glance

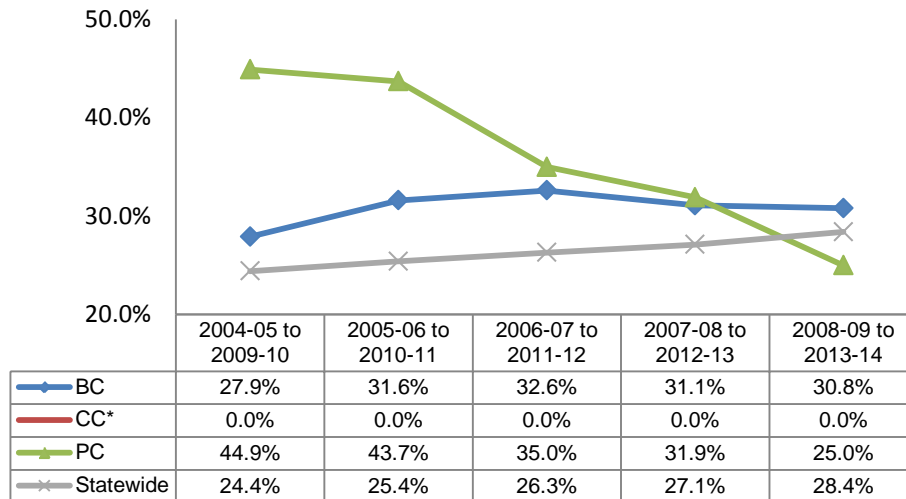
BC	CC	PC
30.8% ↑	*	25.0% ↓

Results for the Most Recent Cohort (2008-09 to 2013-14)
Arrows indicate direction of the five-year trend

Five-year Trend Results

The graph below displays a five-year trend of Remedial ESL Progress rates at the KCCD colleges as well as the statewide average. CC did not have an ESL program during the time-period, resulting in unreliable data. PC has a very small program with few students.

Remedial ESL Progress Rate



*CC did not have an ESL program in the time-period, resulting in unreliable data.

A Focus on Achievement Gaps

The table below shows Remedial ESL Progress rates by gender for KCCD students in the 2008-09 through 2013-14 cohort. At BC, females were more successful than males. CC did not have an ESL program during the time-period, resulting in unreliable data. At PC, the cohort was too small to draw conclusions from disaggregated data.

Rates in italicized grey print indicate groups of fewer than 30.

Remedial ESL Progress Rate by Gender			
	BC	CC *	PC
All Students	30.8%	0.0%	25.0%
Female	33.6%	0.0%	<i>28.6%</i>
Male	26.0%	0.0%	<i>12.5%</i>

*CC did not have an ESL program in the time-period, resulting in unreliable data.

Metric Results: Career and Technical Education (CTE) Completion Rate

Career and Technical Education (CTE) Completion Rate Explanation: The percentage of students who completed courses classified as CTE in a single discipline and succeeded in completing a degree, certificate or transfer related outcome within six years.

Cohort Description: Students who attempt a CTE course for the first time and go on to complete more than 8 units in the subsequent three years in a single vocational TOP code (2-digit) where a least one of the courses is defined as either Advanced Occupational or Clearly Occupation.

Outcome Description: Achievement in one of the following outcomes within six years: earned an AA/AS or Certificate, transferred to a 4-year institution, or attained 'Transfer Prepared' status (successfully completed 60 UC/CSU transferrable units with a GPA of 2.0 or better)

2015 Results at a Glance

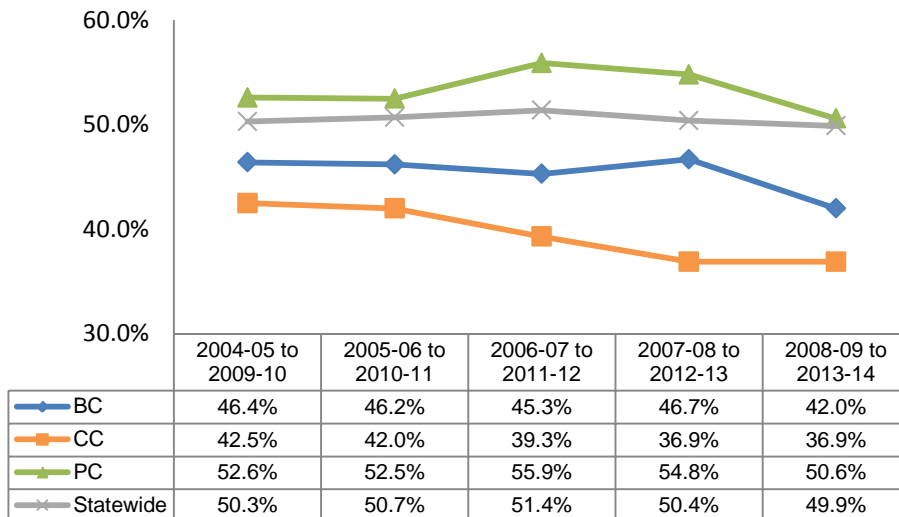
BC	CC	PC
42.0% ↓	36.9% ↓	50.6% ↓

Results for the Most Recent Cohort (2008-09 to 2013-14)
 Arrows indicate direction of the five-year trend

Five-year Trend Results

The graph below displays a five-year trend of CTE Completion rates at the KCCCD colleges as well as the statewide average.

CTE Completion Rate



A Focus on Achievement Gaps

The table below shows CTE Success rates by gender for KCCCD students in the 2008-09 through 2013-14 cohort. Results indicate that females are more successful than males at all three colleges. At BC and PC, the difference was about 14 percentage points.

CTE Success Rate by Gender			
	BC	CC	PC
All Students	42.0%	36.9%	50.6%
Female	49.6%	38.3%	56.1%
Male	35.3%	34.6%	42.1%