Student Success Scorecard, 2013

Presentation to the Board of Trustees

Grossmont-Cuyamaca Community College District

May 21, 2013

Student Success Scorecard

- The Accountability Reporting for the Community Colleges (ARCC) as required by AB 1417 (Chapter 581; Statutes of 2004)

  - AB 1417 requires the California Community College Chancellor's Office to submit an annual accountability report that serves as the annual evaluation of college-level performance in meeting statewide educational priorities.

- Seymour-Campbell Student Success Act of 2012 (SB 1456)

  - Codifies the reporting recommendations of the Student Success Task Force by requiring all community college districts to "...establish and maintain institutional research to evaluate the effectiveness of the Student Success and Program...designed to facilitate students' completion of their educational goals and courses of study."

GCCCD Student Success Framework

- GCCCD Student Success Committee formed to coordinate efforts to:
  - Develop a comprehensive student success framework
  - Implement requirements identified by SB 1456
  - Implement recommendations of the Student Success Task Force
  - Evaluate student success initiatives

- Student Success Framework will include:
  - Existing Key Performance Indicators from strategic plans
  - ACCJC standards
 - Student Success Scorecard metrics

Scorecard Student Cohorts

Metric	Initial Cohort	Outcomes Cohort
Completion Rate	First time student in the system in the starting academic year that earned at least six units and attempted any level of math or English within three years.	Students who earned a degree or certificate OR transferred to a 4-year institution OR were transfer-prepared.*
Persistence Rate	Same as Completion Rate.	Students who persisted in their first three consecutive major terms.
30+ Units Rate	Same as Completion Rate.	Students who completed 30 or more units anywhere in the system within six years.
CTE Completion Rate	First Time Student in the system in the starting academic year that completed a CTE course and completed more than 8 units in a single discipline within three years.	Students who earned a degree or certificate OR transferred to a 4-year institution OR were transfer-prepared.*

*Transfer-prepared: successfully completed 60 UC/CSU transferrable units with a GPA >= 2.0.

Scorecard Student Cohorts

| Metric	Initial Cohort	Outcomes Cohort
Remedial English Progress Rate	Students with a first attempt in an English course below transfer level (cohort based on the academic year of the first attempt).	Students who completed a college-level English course.
Remedial Math Progress Rate	Students with a first attempt in an Math course below 2-4 levels below transfer level (cohort based on the academic year of the first attempt).	Students who completed a college-level or one level below transfer math course.
ESL Progress Rate	Students with a first attempt in an ESL course below transfer level (cohort based on the academic year of the first attempt).	Students who completed the ESL sequence or a college-level ESL course.

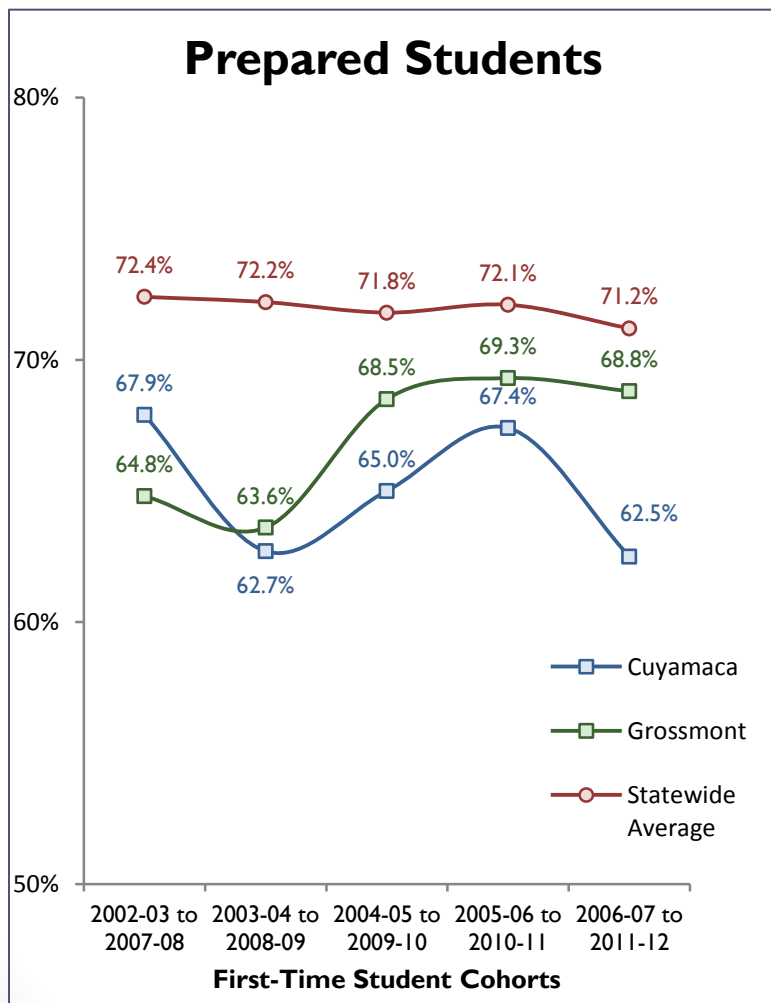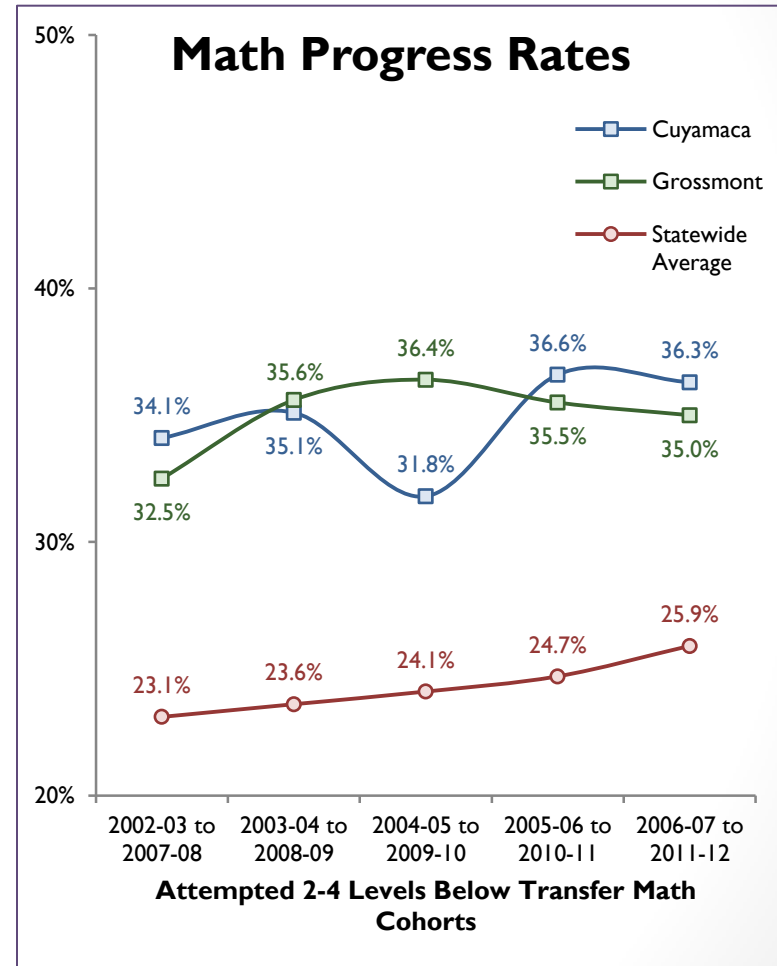# Completion Rates
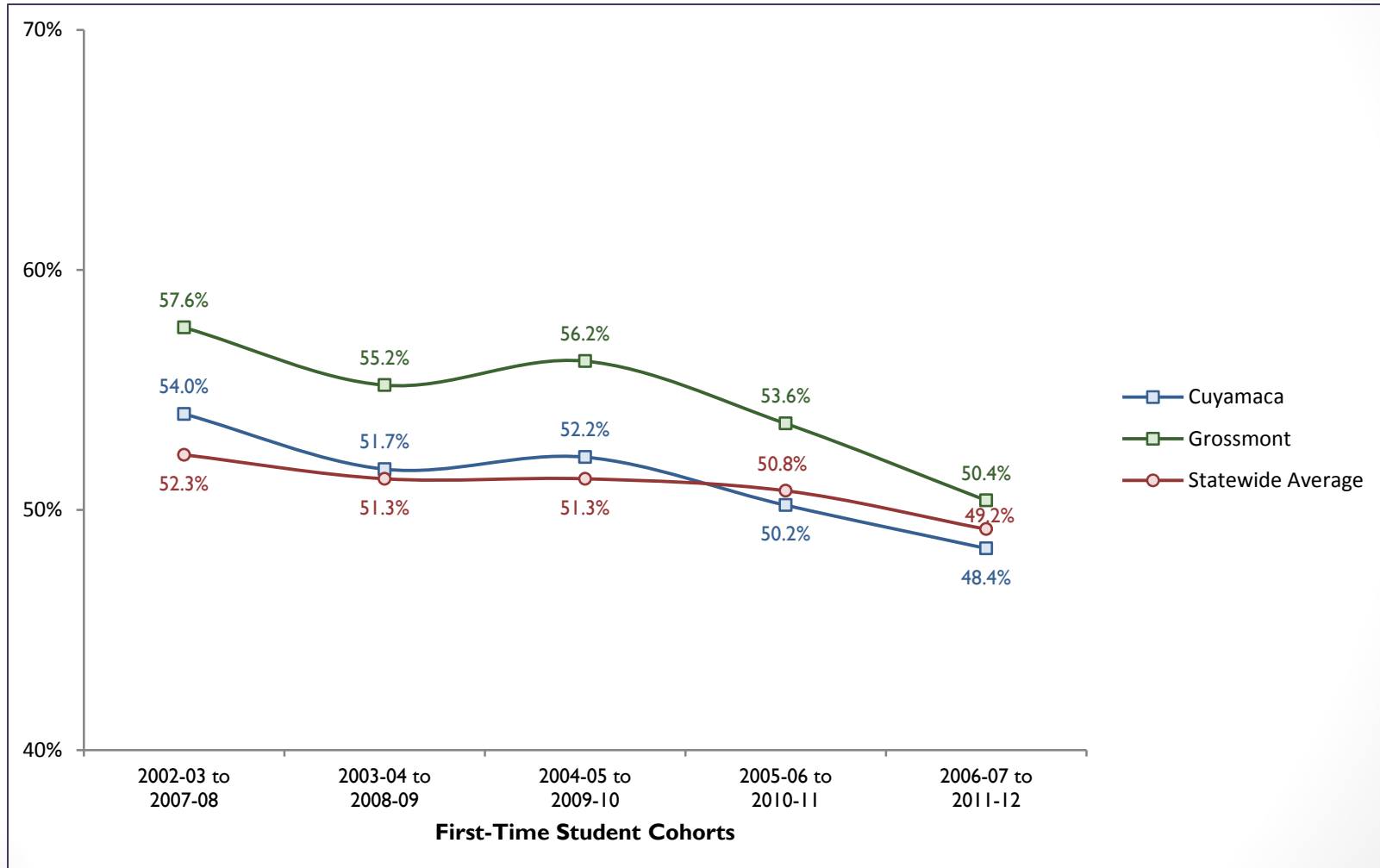
Completion Rates
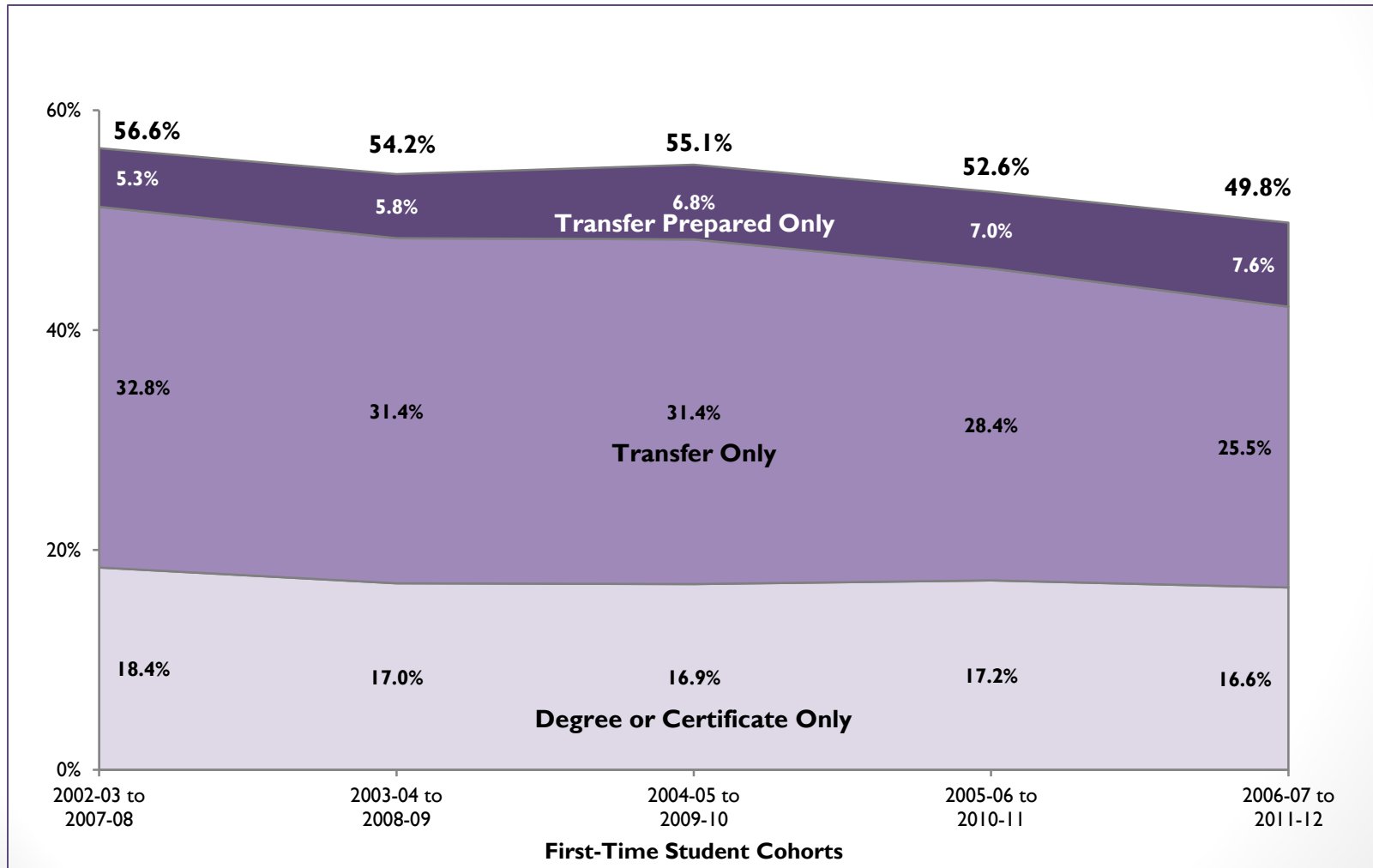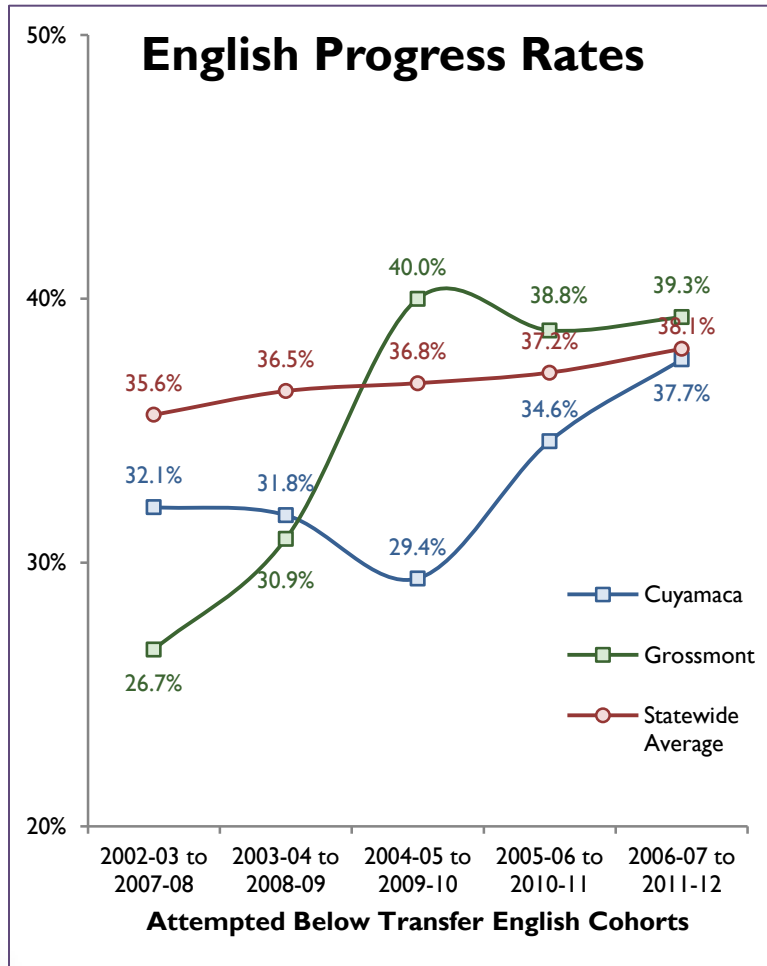
Preparation Rates
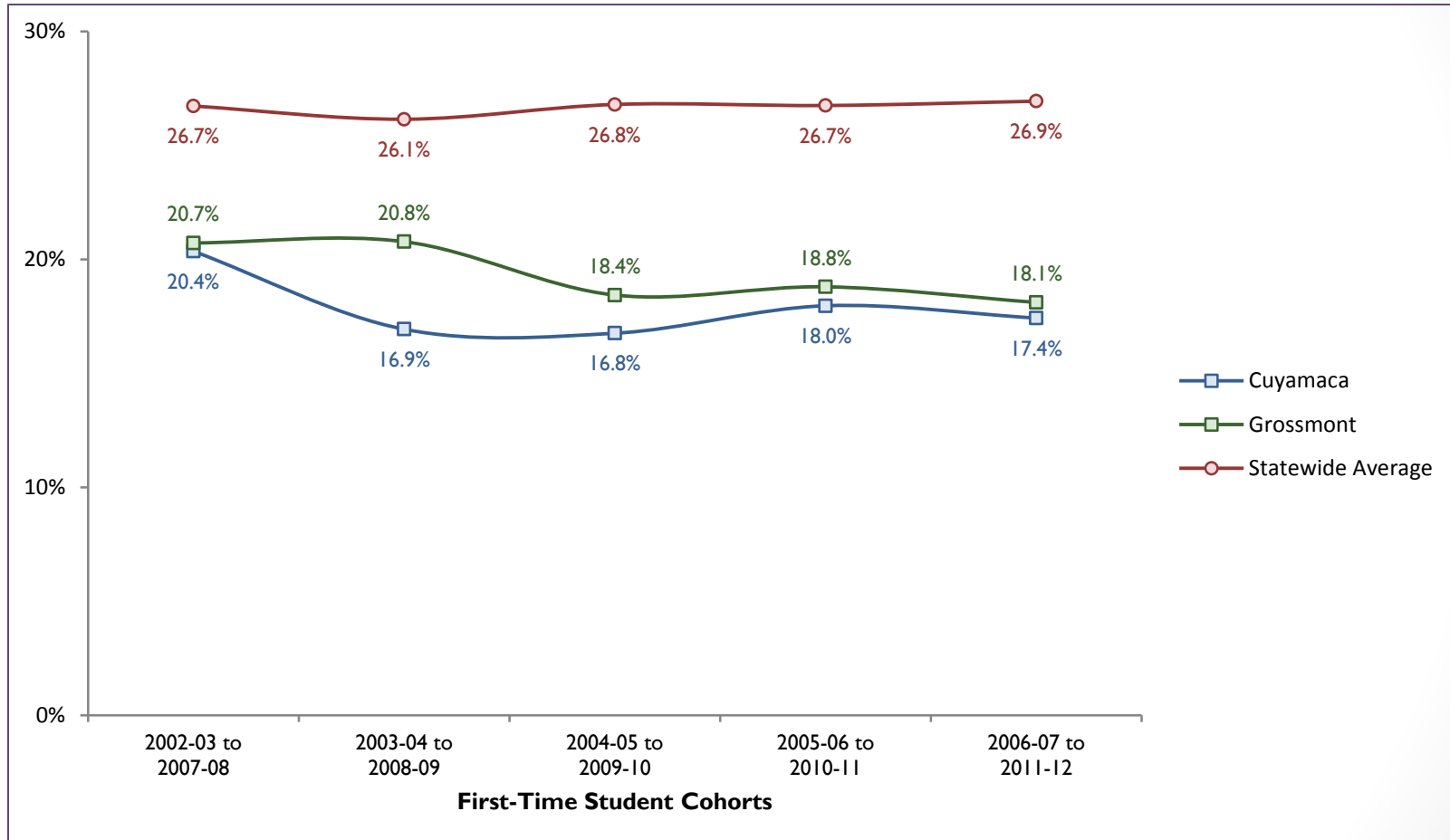
*Prepared students = lowest attempted English course is at transfer level and lowest attempted math course is one level below transfer level or higher.

Completion Rates by Preparation
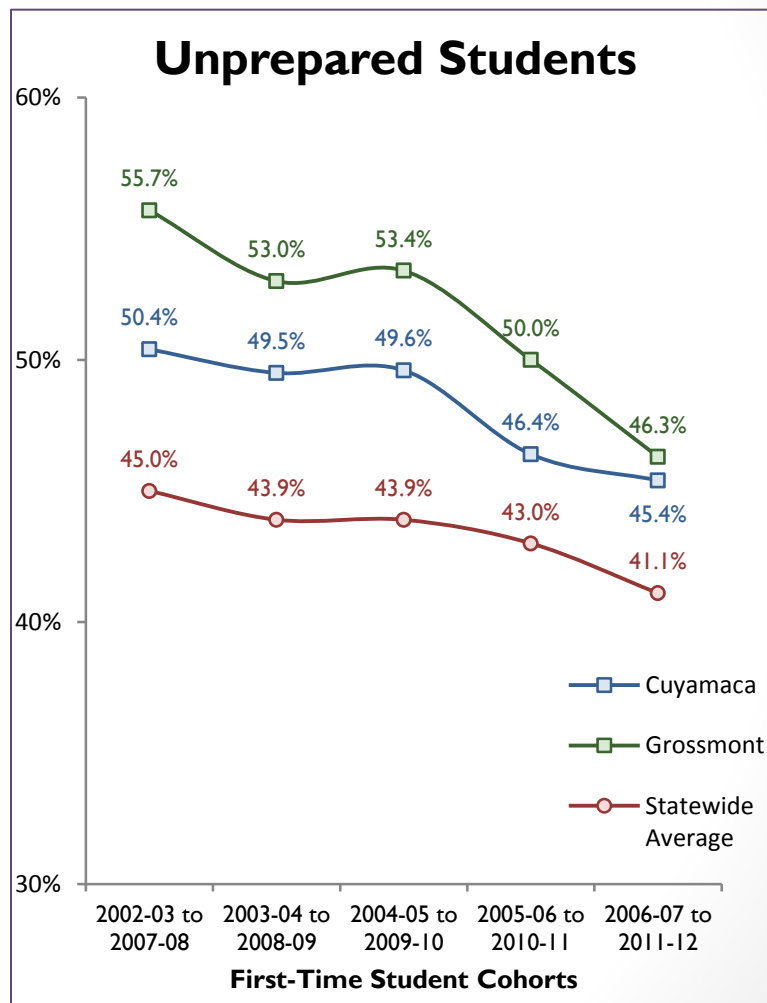
Remedial Progress Rates

Summary

- Across the seven data points, Cuyamaca College scored at or above the statewide average on six out of the seven categories, while Grossmont College was at or above the statewide average across all seven metrics.

- Looking at the six year trends, Cuyamaca College either improved or remained stable on six out of the seven measures, while Grossmont College improved or remained stables on five out of the seven metrics.

- Scorecard Report can be found here: http://scorecard.cccco.edu/scorecard.aspx