2014 ARCC 2.0
Accountability Reporting for Community Colleges

Student Success Scorecard

Institutional Research and Reporting
May 2014

Background

- ARCC (Accountability Reporting for Community Colleges) was established in 2004, 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, ARCC 2.0 was developed and the annual ARCC report changed format to become the **Student Success Scorecard**

Student Success Scorecard Framework

- State of the System Report (November 2014)

- **Individual College Scorecards –** Profile and Five Metrics

  - Emphasis on College Trends (5 years)

  - Comparison to Statewide Scorecard results

  - Comparison to Peer Group results (only available for the Completion metric)

- Datamart 2.0 - online querying of scorecard data

- Data on Demand – unitary data available for researchers

What's New?

- College Profiles now include a Student Counseling Ratio

    - Fall Student Headcount divided by Fall Full-time Equivalent (FTE) Counselors

    - Counseling FTE includes:

        - faculty counseling assignments (educational advisors are not included)
        - instructional load for faculty teaching courses related to counseling

    - EOPS and DSPS students and counseling FTE are excluded

    2012-13 Results:

Bakersfield College	1,214:1
Cerro Coso Community College	516:1
Porterville College	959:1
Statewide	719:1

To see the actual scorecard, visit the California Community College Chancellor's Office
Student Success Scorecard website at: http://scorecard.cccco.edu/scorecard.aspx

Student Success Scorecard Metrics

1) Completion Rate

Explanation: The percentage of 2007-08 first-time degree and/or transfer-seeking students who completed a degree, certificate or transfer related outcome within six (6) years.

Cohort: First-time students with a minimum of six (6) units earned who attempted any Math or English in their first three (3) years (same cohort as the Persistence and 30 Unit Rates).

Outcome: Achievement in one of the following outcomes within six (6) 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).

2) Persistence Rate

Explanation: The percentage of 2007-08 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: First-time students with a minimum of six (6) units earned who attempted any Math or English in their first three (3) years (same cohort as the Completion and 30 Unit Rates).

Outcome: Students attempted a credit course in each of their first three (3) consecutive primary semesters at any CA Community College (CCC). **New**: Students who received a degree, certificate or transferred to a four-year institution within the first three (3) consecutive terms were also counted as meeting the outcome.

3) 30 Unit Rate

Explanation: The percentage of 2007-08 first-time degree and/or transfer-seeking students who achieve at least 30 units after six (6) 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: First-time students with a minimum of six (6) units earned who attempted any Math or English course in their first three (3) years (same cohort as the Completion and Persistence Rates).

Outcome: Earned at least 30 units (any credit units) in the CCC system within six (6) years.

4) Remedial Progress Rate: Math, English, ESL

Explanation: The percentage of credit students who start below college level in English, Mathematics, and/or ESL and continue to successfully complete a college-level course in the same discipline within six (6) years.

Cohort: Students attempting a Math, English, or ESL 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: Successful completion of a transfer level course (college level for Math) within six (6) years.

5) Career and Technical Education (CTE) Rate

Explanation: The percentage of students who completed several courses classified as career technical education in a single discipline and succeeded in completing a degree, certificate or transfer related outcome within six (6) years.

Cohort: 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 at least one of the courses is defined as either Advanced Occupational or Clearly Occupation.

Outcome: Achievement in one of the following outcomes within six (6) 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).

Student Success Scorecard Outcomes

Results for each college are illustrated in two (2) tables in the following pages:

- Five Year Trends for each metric

  - Shows the percentage of change in the trend time period (most recent cohort vs. oldest)

  - Includes a comparison to the highest rate in the peer group for the Completion metric

  - Includes a comparison to the statewide scorecard

- 2014 Scorecard Results for each metric (2007-08 to 2012-13 cohort)

  - Includes results for demographic subgroups

    - Results which vary by more than 20% compared to the overall rate are highlighted

    - Caution: some subgroups contain very few students so group results are more influenced by individual results

      - Overall cohort sizes are listed as reference
      - Small groups are shown in grey, italicized print

Common Points for KCCD Colleges

- Remedial progress rates in Math and English continue to trend below statewide rates

- Results for the Career Development and College Preparation (CDCP) Completion Rate indicator are not included as none of the KCCD colleges have these programs

Using Scorecard Data

- Student Equity Reports - where disaggregated data is being reviewed for disproportionate impact

The table below shows the most recent Student Success Scorecard results as reported by the California Community College Chancellor's Office. Each measure defines a cohort of students who are tracked for a specific amount of time (generally six years) to determine whether they succeed in the metric. Below are the results for the last five cohorts.

Bakersfield College Student Success Scorecard Metrics		Trend for the Most Recent Five Cohorts							2007-08 Comparisons		
		2003-04 thru 2008-09	2004-05 thru 2009-10	2005-06 thru 2010-11	2006-07 thru 2011-12	2007-08 thru 2012-13	5-Year Change	Trendlines	Highest Peer Grp Rate[1]	Statewide Rate	College vs. State Difference
Completion	Cohort Size	2,337	2,540	2,516	2,727	2,807					
	Overall Outcome Success Rate	43.6%	44.7%	40.8%	43.5%	**39.9%**	-8.5%		50.5%	48.1%	-17.0%
	Prepared (avg 16% of cohort)	70.2%	71.2%	70.1%	71.6%	**67.2%**	-4.3%			70.2%	-4.3%
	Unprepared (avg 84% of cohort)	38.6%	38.6%	36.3%	38.5%	**34.8%**	-9.8%			40.5%	-14.1%
Persistence	Cohort Size	2,337	2,540	2,516	2,727	2,807					
	Overall Outcome Success Rate	75.1%	75.2%	71.2%	71.8%	**71.0%**	-5.5%			70.5%	0.7%
	Prepared (avg 16% of cohort)	75.3%	81.4%	72.5%	71.1%	**68.3%**	-9.3%			71.9%	-5.0%
	Unprepared (avg 84% of cohort)	75.0%	73.8%	71.0%	71.9%	**71.6%**	-4.5%			70.1%	2.1%
30 Units	Cohort Size	2,337	2,540	2,516	2,727	2,807					
	Overall Outcome Success Rate	65.4%	65.1%	62.9%	64.5%	**62.3%**	-4.7%			66.5%	-6.3%
	Prepared (avg 16% of cohort)	75.3%	75.4%	70.7%	71.3%	**71.4%**	-5.2%			70.1%	1.9%
	Unprepared (avg 84% of cohort)	63.6%	62.7%	61.7%	63.2%	**60.6%**	-4.7%			65.3%	-7.2%
Remedial English	Cohort Size	2,417	2,348	2,585	2,411	2,313					
	Outcome Success Rate	30.5%	29.6%	29.3%	29.8%	**30.5%**	0.0%			43.6%	-30.0%
Remedial Math	Cohort Size	1,830	1,711	1,653	1,958	2,422					
	Outcome Success Rate	20.2%	22.9%	23.7%	24.1%	**21.4%**	5.9%			30.6%	-30.1%
Remedial ESL	Cohort Size	314	398	377	350	402					
	Outcome Success Rate	34.4%	27.9%	31.6%	32.6%	**31.1%**	-9.6%			27.1%	14.8%
Career Technical Education	Cohort Size	1,268	1,227	1,297	1,468	1,494					
	Outcome Success Rate	48.5%	50.1%	48.6%	48.0%	**48.2%**	-0.6%			53.9%	-10.6%

[1] A **Peer Group Comparison** is only available for the Overall Completion metric. This peer group is comprised of 19 colleges (avg score = 41.9%).

Observations: Bakersfield College (BC) results have generally declined in the five-year time period. The only positive trend was for the Remedial Math rate which increased by 5.9%.   Although there was a slight variation between cohort years, the trend for the Remedial English rate remained the same during the five-year period.   All other rates declined by between 0.6% to 9.8%.

When compared to statewide rates, BC results tend to be lower. There were a few exceptions where BC student results were above the statewide rate such as Persistence (both the Overall and Unprepared Students), 30 Unit Attainment (Prepared Students), and Remedial ESL. The metrics with the lowest results compared to statewide were Completion, Remedial English and Math, and Career Technical Education. When compared to the highest score in the Peer Group (which is only reported for the Overall Completion rate), BC's results were lower - 39.9% compared to 50.5%.

The chart below illustrates the disaggregated results of the 2007-08 through 2012-13 Student Success Scorecard cohort. Metrics are shown across the page and the results for demographic subgroups are shown down the columns. Within each metric, colors indicate where subgroup results varied from the overall rate by more than 20% - green where subgroup rates were higher or red where they were lower.   Rates depicted in smaller italicized grey print indicate groups of fewer than 30. Cells with "0%" indicate no students attained the outcome, while cells with "N/A" indicate the demographic subgroup had no students.

Metrics	Completion			Persistence			30 Units			Remedial			Career Tech
	Overall	Prepared	Unprep	Overall	Prepared	Unprep	Overall	Prepared	Unprep	English	Math	ESL	
Cohort Size	2,807	448	2,359	2,807	448	2,359	2,807	448	2,359	2,313	2,422	402	1,494
Cohort 'Success' Rate	**39.9%**	67.2%	34.8%	**71.0%**	68.3%	71.6%	**62.3%**	71.4%	60.6%	**30.5%**	**21.4%**	**31.1%**	**48.2%**
Success Rates for each Demographic Component													
Female	40.5%	68.8%	35.8%	70.3%	67.4%	70.8%	62.1%	71.0%	60.7%	33.4%	21.1%	34.5%	53.3%
Male	39.1%	65.6%	33.3%	71.9%	69.2%	72.5%	62.6%	71.9%	60.6%	26.5%	21.9%	25.3%	43.3%
< 20 years old	42.5%	68.0%	36.9%	71.8%	68.4%	72.6%	63.8%	72.8%	61.8%	32.9%	22.9%	29.6%	53.9%
20 to 24 years old	24.2%	*47.1%*	22.5%	62.5%	*58.8%*	62.8%	52.8%	*47.1%*	53.2%	25.5%	20.2%	29.5%	50.3%
25 to 39 years old	30.3%	*77.8%*	27.7%	72.6%	*77.8%*	72.3%	61.1%	*66.7%*	60.8%	28.3%	20.0%	37.5%	39.7%
40+ years old	37.5%	*60.0%*	34.6%	71.6%	*70.0%*	71.8%	54.5%	*60.0%*	53.8%	25.4%	16.9%	28.6%	42.7%
African American	34.1%	*55.6%*	30.8%	66.7%	*77.8%*	65.0%	51.4%	*66.7%*	49.2%	16.7%	12.5%	*50.0%*	40.0%
American Indian	35.3%	*42.9%*	*33.3%*	82.4%	*71.4%*	*85.2%*	64.7%	*71.4%*	*63.0%*	21.6%	21.9%	*0.0%*	*48.3%*
Asian	61.9%	*86.2%*	51.5%	77.3%	*72.4%*	79.4%	81.4%	*82.8%*	80.9%	40.9%	45.2%	58.7%	50.0%
Filipino	46.2%	*56.3%*	42.9%	83.1%	*81.3%*	83.7%	73.8%	*81.3%*	71.4%	35.7%	30.0%	*41.2%*	56.5%
Hispanic	33.5%	65.8%	30.3%	71.1%	70.2%	71.2%	61.5%	72.8%	60.3%	27.3%	20.6%	26.9%	44.1%
Pacific Islander	*47.4%*	*100.0%*	*28.6%*	*57.9%*	*40.0%*	*64.3%*	*68.4%*	*60.0%*	*71.4%*	*46.2%*	*50.0%*	*50.0%*	*40.0%*
White	47.7%	70.0%	40.7%	68.9%	66.2%	69.7%	61.2%	70.0%	58.5%	37.1%	22.1%	*13.3%*	52.9%

Observations:
Gender success rates varied across the outcomes. The highest disparity between males and females was found in the Remedial-English, Remedial-ESL, and CTE rates. Students younger than 20 tend to have higher rates of success in most metrics. They were also typically the group with the highest representation. Asian and Filipino students tended to have higher success compared to the overall rate. The Pacific Islander sub-group was too small to have meaningful results. African American students tended to have lower success rates compared to the overall rates. Results for other ethnic groups were mixed.

The table below shows the most recent Student Success Scorecard results as reported by the California Community College Chancellor's Office. Each measure defines a cohort of students who are tracked for a specific amount of time (generally six years) to determine whether they succeed in the metric. Below are the results for the last five cohorts.

Cerro Coso Community College Student Success Scorecard Metrics		2003-04 thru 2008-09	2004-05 thru 2009-10	2005-06 thru 2010-11	2006-07 thru 2011-12	2007-08 thru 2012-13	5-Year Change	Trendlines	Highest Peer Grp Rate[1]	Statewide Rate	College vs. State Difference
Completion	Cohort Size	542	518	416	490	458			58.6%		
	Overall Outcome Success Rate	45.0%	45.2%	47.1%	49.6%	**49.8%**	10.7%			48.1%	3.5%
	Prepared (avg 25% of cohort)	75.4%	77.3%	66.4%	72.9%	**83.2%**	10.3%			70.2%	18.5%
	Unprepared (avg 75% of cohort)	35.4%	36.5%	40.5%	40.9%	**37.2%**	5.1%			40.5%	-8.1%
Persistence	Cohort Size	542	518	416	490	458					
	Overall Outcome Success Rate	61.6%	59.5%	57.9%	63.3%	**64.2%**	4.2%			70.5%	-8.9%
	Prepared (avg 25% of cohort)	65.4%	63.6%	57.9%	66.2%	**68.0%**	4.0%			71.9%	-5.4%
	Unprepared (avg 75% of cohort)	60.4%	58.3%	57.9%	62.2%	**62.8%**	4.0%			70.1%	-10.4%
30 Units	Cohort Size	542	518	416	490	458					
	Overall Outcome Success Rate	50.4%	52.3%	54.6%	55.7%	**58.5%**	16.1%			66.5%	-12.0%
	Prepared (avg 25% of cohort)	44.6%	45.5%	45.8%	42.1%	**48.8%**	9.4%			70.1%	-30.4%
	Unprepared (avg 75% of cohort)	52.2%	54.2%	57.6%	60.8%	**62.2%**	19.2%			65.3%	-4.7%
Remedial English	Cohort Size	599	591	525	499	436					
	Outcome Success Rate	24.2%	24.5%	22.5%	24.2%	**24.8%**	2.5%			43.6%	-43.1%
Remedial Math	Cohort Size (note small size)	670	623	499	460	522					
	Outcome Success Rate	23.7%	23.3%	27.3%	28.3%	**27.2%**	14.8%			30.6%	-11.1%
Remedial ESL	Cohort Size	24	37	<10	<10	<10					
	Outcome Success Rate	0.0%	0.0%	-	-	**-**	**-**			27.1%	-
Career Technical Education	Cohort Size	336	386	393	540	605					
	Outcome Success Rate	48.5%	44.8%	44.5%	42.6%	**39.5%**	-18.6%			53.9%	-26.7%

Trend for the Most Recent Five Cohorts / **2007-08 Comparisons**

[1] A **Peer Group Comparison** is only available for the Overall Completion metric. This peer group is comprised of 15 colleges (avg score = 48.6%).

Observations: Results within the five-year trend at Cerro Coso Community College (CC) are generally positive. The only measure with a downward trend was Career Technical Education - which declined by 18.6% during the time period. Measures with the highest increases were Completion (both Overall and Prepared Students), 30 Units Attained (both Overall and Unprepared Students), and Remedial Math.

When compared to statewide rates, CC results tend to be lower. An exception was Completion where rates for both the Overall and Prepared Students were above the statewide rate. The metrics with the lowest results compared to statewide were 30 Unit Attainment, Remedial English and Math, and Career Technical Education. When compared to the highest score in the Peer Group (which is only reported for the Overall Completion rate), CC's results were lower - 49.8% compared to 58.6%.

Kern Community College District
Cerro Coso Community College

The chart below illustrates the disaggregated results of the 2007-08 through 2012-13 Student Success Scorecard cohort. Metrics are shown across the page and the results for demographic subgroups are shown down the columns. Within each metric, colors indicate where subgroup results varied from the overall rate by more than 20% - green where subgroup rates were higher or red where they were lower.   Rates depicted in smaller italicized grey print indicate groups of fewer than 30. Cells with "0%" indicate no students attained the outcome, while cells with "N/A" indicate the demographic subgroup had no students.

Metrics	Completion			Persistence			30 Units			Remedial			Career Tech
	Overall	Prepared	Unprep	Overall	Prepared	Unprep	Overall	Prepared	Unprep	English	Math	ESL	
Cohort Size	458	125	333	458	125	333	458	125	333	436	522	N/A	605
Cohort 'Success' Rate	49.8%	83.2%	37.2%	64.2%	68.0%	62.8%	58.5%	48.8%	62.2%	24.8%	27.2%	N/A	39.5%
Success Rates for each Demographic Component													
Female	49.6%	86.8%	35.2%	65.4%	72.4%	62.8%	58.5%	48.7%	62.2%	25.4%	28.3%	N/A	42.5%
Male	50.5%	77.6%	40.7%	62.5%	61.2%	63.0%	58.2%	49.0%	61.5%	23.8%	25.5%	N/A	34.1%
< 20 years old	56.3%	86.6%	41.0%	65.0%	69.6%	62.6%	58.7%	47.3%	64.4%	29.7%	30.2%	N/A	49.5%
20 to 24 years old	37.8%	*71.4%*	31.6%	57.8%	*57.1%*	57.9%	62.2%	*57.1%*	63.2%	27.7%	27.4%	N/A	40.9%
25 to 39 years old	31.1%	*25.0%*	31.7%	55.6%	*50.0%*	56.1%	51.1%	*50.0%*	51.2%	16.8%	25.9%	N/A	36.7%
40+ years old	26.5%	*50.0%*	25.0%	76.5%	*50.0%*	78.1%	61.8%	*100.0%*	59.4%	18.6%	23.0%	N/A	34.5%
African American	*30.0%*	*50.0%*	*25.0%*	*50.0%*	*0.0%*	*62.5%*	*60.0%*	*50.0%*	*62.5%*	*16.7%*	*29.6%*	N/A	35.5%
American Indian	*25.0%*	*100.0%*	*10.0%*	*66.7%*	*50.0%*	*70.0%*	*50.0%*	*0.0%*	*60.0%*	*15.4%*	*18.8%*	N/A	*57.9%*
Asian	*76.5%*	*80.0%*	*71.4%*	*64.7%*	*40.0%*	*100.0%*	*70.6%*	*70.0%*	*71.4%*	*46.2%*	*25.0%*	N/A	*52.6%*
Filipino	*37.5%*	*0.0%*	*42.9%*	*87.5%*	*100.0%*	*85.7%*	*87.5%*	*100.0%*	*85.7%*	*33.3%*	*37.5%*	N/A	*42.9%*
Hispanic	56.6%	*100.0%*	50.0%	67.9%	*85.7%*	65.2%	62.3%	*28.6%*	67.4%	25.0%	34.4%	N/A	36.3%
Pacific Islander	*25.0%*	*33.3%*	*0.0%*	*50.0%*	*66.7%*	*0.0%*	*25.0%*	*33.3%*	*0.0%*	*0.0%*	N/A	N/A	*0.0%*
White	50.5%	85.2%	36.5%	64.2%	69.3%	62.1%	59.3%	48.9%	63.5%	25.7%	26.9%	N/A	39.2%

Observations:
Gender success rates varied across the outcomes. The highest disparity between males and females was found in Persistence (Prepared), Completion (Prepared), and CTE rates. Students younger than 20 tend to have higher rates of success in most metrics. They were also typically the group with the highest representation. Most ethnic groups had too few students to provide meaningful results with the exception of the Hispanic and White student groups. Success rates for Hispanic students exceeded the overall rates with exception of the 30-Units (Prepared) and CTE rates, while success rates for White students tended to be very close to the overall rates.

The table below shows the most recent Student Success Scorecard results as reported by the California Community College Chancellor's Office. Each measure defines a cohort of students who are tracked for a specific amount of time (generally six years) to determine whether they succeed in the metric. Below are the results for the last five cohorts.

Porterville College Student Success Scorecard Metrics		Trend for the Most Recent Five Cohorts							2007-08 Comparisons		
		2003-04 thru 2008-09	2004-05 thru 2009-10	2005-06 thru 2010-11	2006-07 thru 2011-12	2007-08 thru 2012-13	5-Year Change	Trendlines	Highest Peer Grp Rate[1]	Statewide Rate	College vs. State Difference
Completion	Cohort Size	522	501	520	545	577					
	Overall Outcome Success Rate	39.7%	41.9%	43.7%	51.0%	45.2%	13.9%		50.5%	48.1%	-6.0%
	Prepared (avg 11% of cohort)	80.0%	66.7%	81.8%	75.3%	82.7%	3.4%			70.2%	17.8%
	Unprepared (avg 89% of cohort)	36.8%	39.5%	39.1%	47.2%	37.6%	2.2%			40.5%	-7.2%
Persistence	Cohort Size	522	501	520	545	577					
	Overall Outcome Success Rate	71.6%	72.1%	70.8%	71.4%	74.4%	3.9%			70.5%	5.5%
	Prepared (avg 11% of cohort)	80.0%	73.3%	76.4%	68.5%	82.7%	3.4%			71.9%	15.0%
	Unprepared (avg 89% of cohort)	71.0%	71.9%	70.1%	71.8%	72.7%	2.4%			70.1%	3.7%
30 Units	Cohort Size	522	501	520	545	577					
	Overall Outcome Success Rate	64.4%	61.1%	62.3%	69.2%	66.6%	3.4%			66.5%	0.2%
	Prepared (avg 11% of cohort)	82.9%	62.2%	65.5%	63.0%	71.4%	-13.9%			70.1%	1.9%
	Unprepared (avg 89% of cohort)	63.0%	61.0%	61.9%	70.1%	65.6%	4.1%			65.3%	0.5%
Remedial English	Cohort Size	805	794	878	758	752					
	Outcome Success Rate	27.8%	28.6%	30.6%	34.7%	32.3%	16.2%			43.6%	-25.9%
Remedial Math	Cohort Size	673	691	614	522	524					
	Outcome Success Rate	11.9%	15.8%	16.6%	23.6%	24.4%	105.0%			30.6%	-20.3%
Remedial ESL	Cohort Size	60	69	71	40	47					
	Outcome Success Rate	36.7%	44.9%	43.7%	35.0%	31.9%	-13.1%			27.1%	17.7%
Career Technical Education	Cohort Size	388	382	373	375	467					
	Outcome Success Rate	57.7%	61.8%	57.9%	62.1%	58.7%	1.7%			53.9%	8.9%

[1] A **Peer Group Comparison** is only available for the Overall Completion metric. This peer group is comprised of 19 colleges (avg score = 41.9%).

Observations: Results within the five-year trend at Porterville College (PC) are generally positive. The only downward trends were for prepared students attaining 30 Units and for Remedial ESL (note the small cohort size). Measures with the highest increases were Completion (Overall), Remedial English, and Remedial Math.

When compared to statewide rates, many PC results were higher. For example, all three rates for Persistence were higher than statewide rates. All three rates for 30 Unit Attainment were also above statewide but by a closer margin. While Remedial ESL was one of the rates that declined in the five-year trend, the 2007-08 rate was still over the statewide rate. Results in the Career Technical Education measure were also above the statewide rate. The metrics with the lowest results compared to statewide were Remedial English and Remedial Math. When compared to the highest score in the Peer Group (which is only reported for the Overall Completion rate), PC's results were lower - 45.2% compared to 50.5%.

The chart below illustrates the disaggregated results of the 2007-08 through 2012-13 Student Success Scorecard cohort. Metrics are shown across the page and the results for demographic subgroups are shown down the columns. Within each metric, colors indicate where subgroup results varied from the overall rate by more than 20% - green where subgroup rates were higher or red where they were lower.   Rates depicted in smaller italicized grey print indicate groups of fewer than 30. Cells with "0%" indicate no students attained the outcome, while cells with "N/A" indicate the demographic subgroup had no students.

Metrics	Completion			Persistence			30 Units			Remedial			Career Tech
	Overall	Prepared	Unprep	Overall	Prepared	Unprep	Overall	Prepared	Unprep	English	Math	ESL	
Cohort Size	577	98	479	577	98	479	577	98	479	752	524	47	467
Cohort 'Success' Rate	45.2%	82.7%	37.6%	74.4%	82.7%	72.7%	66.6%	71.4%	65.6%	32.3%	24.4%	31.9%	58.7%
Success Rates for each Demographic Subgroup													
Female	45.0%	89.1%	37.0%	71.8%	80.0%	70.3%	67.0%	69.1%	66.7%	35.4%	26.1%	*33.3%*	61.2%
Male	45.8%	73.8%	39.1%	78.7%	85.7%	77.0%	66.2%	73.8%	64.4%	27.1%	21.5%	*31.6%*	54.5%
< 20 years old	48.8%	82.8%	39.5%	76.4%	83.9%	74.3%	67.6%	72.0%	66.4%	37.8%	25.0%	*50.0%*	62.5%
20 to 24 years old	26.9%	*66.7%*	25.0%	61.2%	*33.3%*	62.5%	58.2%	*33.3%*	59.4%	26.6%	26.3%	*36.4%*	64.2%
25 to 39 years old	36.4%	*100.0%*	35.4%	72.7%	*100.0%*	72.3%	68.2%	*100.0%*	67.7%	27.3%	23.5%	*36.8%*	51.1%
40+ years old	*66.7%*	*100.0%*	*63.6%*	*83.3%*	*100.0%*	*81.8%*	*66.7%*	*100.0%*	*63.6%*	18.4%	17.6%	*9.1%*	53.8%
African American	*20.0%*	*33.3%*	*14.3%*	*80.0%*	*100.0%*	*71.4%*	*80.0%*	*66.7%*	*85.7%*	*10.0%*	*12.5%*	N/A	*16.7%*
American Indian	*46.2%*	*100.0%*	*41.7%*	*84.6%*	*100.0%*	*83.3%*	*84.6%*	*100.0%*	*83.3%*	*36.8%*	*36.4%*	N/A	*16.7%*
Asian	*66.7%*	*100.0%*	*42.9%*	*83.3%*	*80.0%*	*85.7%*	*66.7%*	*40.0%*	*85.7%*	*31.3%*	*16.7%*	*0.0%*	*57.1%*
Filipino	*60.9%*	*100.0%*	*52.6%*	*78.3%*	*100.0%*	*73.7%*	*82.6%*	*100.0%*	*78.9%*	57.1%	*42.9%*	N/A	84.4%
Hispanic	40.9%	*91.3%*	36.3%	72.8%	*87.0%*	71.5%	64.2%	*65.2%*	64.1%	29.5%	25.0%	33.3%	58.4%
Pacific Islander	*0.0%*	N/A	*0.0%*	*100.0%*	N/A	*100.0%*	*100.0%*	N/A	*100.0%*	*0.0%*	*25.0%*	N/A	*0.0%*
White	49.7%	75.0%	38.8%	69.4%	75.0%	67.0%	61.9%	63.6%	61.2%	34.6%	23.8%	*0.0%*	61.9%

Observations:
Gender success rates varied across the outcomes. The highest disparity between males and females was found in the Completion (Prepared) and Remedial-English rates. Students younger than 20 tend to have higher rates of success. While older students sometimes had higher rates, the results were less meaningful due to small numbers. Most ethnic groups had too few students to provide meaningful results with the exception of the Hispanic and White student groups. Success rates for Hispanic students tended to be a little lower than the overall rates with exception of the Completion (Prepared), 30-Units (Prepared) and ESL rates. Success rates for White students were the lowest rates in both the Persistence and 30-Unit metrics.