2016 Student Success Scorecard

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

KCCD Institutional Research and Reporting
September 2016

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 CCCCO 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 six 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 **2016 version of the Student Success Scorecard**, which includes outcomes for five six-year cohorts for each of the three colleges in the KCCD.

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.

2014-15 College Characteristics with a Comparison to 2013-14

Between the two years, the student-counseling ratio decreased at all three colleges. The largest change was at PC. At CC, 35% of all 2014-15 students were first-generation. At BC and PC, over 50% of all students were first-generation.

2014-15 College Characteristics	BC	CC	PC
Full-Time Equivalent Students	14,367.0	2,527.5	3,022.5
Credit Sections	3,506	1,061	812
Non-Credit Sections	27	11	5
Median Credit Section Size	30	20	30
Full-Time Faculty Percentage (Districtwide)	65.8%	65.8%	65.8%
Percentage of First-Generation Students	53.3%	35.3%	59.2%
Student to Counseling Ratio	1,044:1	502:1	874:1

2013-14 College Characteristics (As a comparison)	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 Counseling Ratio	1,151:1	539:1	1,237:1

2014-15 Student Demographics

The table below includes demographics for all students in the 2014-15 academic year. There were more females than males at each college. Students between the ages of 20 to 24 years old were the largest age group at both BC and PC, while students 25 to 39 years old were the largest at CC. The Hispanic category was the fastest growing population at all three colleges, while the biggest decline was in the White category.

2014-15 Student Demographics	BC	CC	PC
Students (Unduplicated)	25,321	6,745	5,036
Female	54.3%	61.5%	60.4%
Male	45.1%	38.4%	39.5%
Not Reported	0.6%	0.1%	0.1%
< 20 years old	29.2%	17.5%	31.0%
20 to 24 years old	35.4%	25.1%	35.9%
25 to 39 years old	26.0%	37.6%	24.8%
40+ years old	9.3%	19.9%	8.3%
African American	4.2%	3.9%	1.2%
American Indian	0.4%	1.5%	0.7%
Asian	2.2%	2.6%	1.7%
Filipino	1.8%	1.5%	1.9%
Hispanic	65.1%	37.5%	74.3%
Pacific Islander	0.1%	0.3%	0.1%
White	21.7%	47.5%	17.8%
Two or More Races	3.0%	4.9%	2.2%
Not Reported	1.3%	0.4%	0.2%

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).
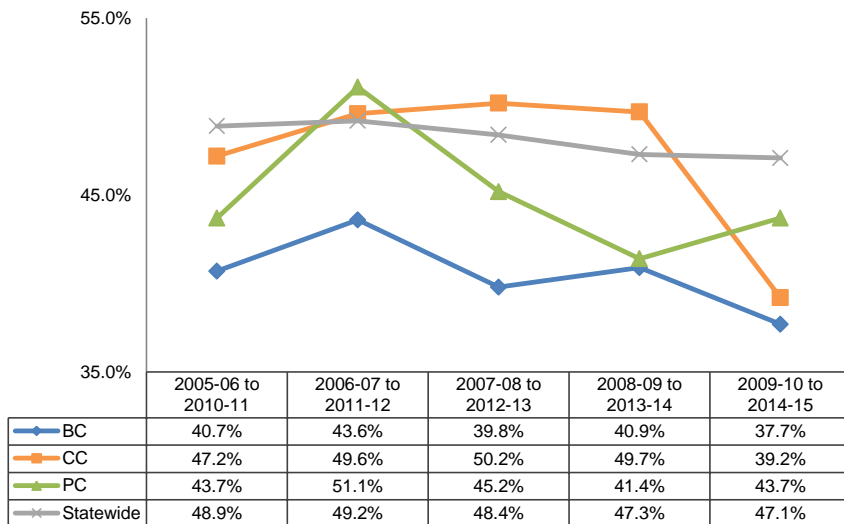
2016 Results at a Glance

BC	CC	PC
37.7% ⇩	**39.2%** ⇩	**43.7%** ⇨

Results for the Most Recent Cohort (2009-10 to 2014-15)
Arrows 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 KCCD colleges as well as the statewide average.

Overall Completion Rate

	2005-06 to 2010-11	2006-07 to 2011-12	2007-08 to 2012-13	2008-09 to 2013-14	2009-10 to 2014-15
BC	40.7%	43.6%	39.8%	40.9%	37.7%
CC	47.2%	49.6%	50.2%	49.7%	39.2%
PC	43.7%	51.1%	45.2%	41.4%	43.7%
Statewide	48.9%	49.2%	48.4%	47.3%	47.1%

A Focus on Achievement Gaps

The table below shows Completion rates by preparation level for KCCD students in the 2009-10 through 2014-15 cohort. Results indicate prepared students had higher success rates at all three colleges.

Completion Rate by Preparation Level	BC	CC	PC
Cohort Size	3,040	492	788
% of Cohort Prepared	19.4%	18.7%	11.9%
Overall	**37.7%**	**39.2%**	**43.7%**
Prepared	66.8%	71.7%	79.8%
Unprepared	30.7%	31.8%	38.8%

2016 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.
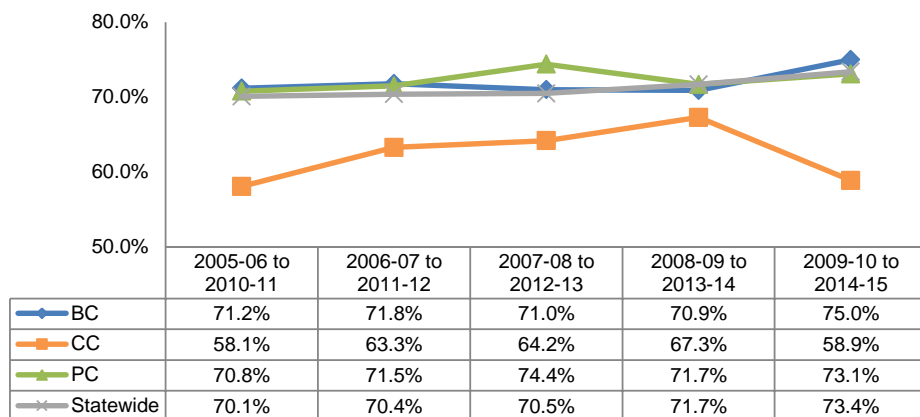
2016 Results at a Glance

BC	CC	PC
75.0% ⇧	**58.9%** ⇧	**73.1%** ⇧

Results for the Most Recent Cohort (2009-10 to 2014-15)
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 KCCD colleges as well as the statewide average.

A Focus on Achievement Gaps

The table below shows Persistence rates by age for KCCD students in the 2009-10 through 2014-15 cohort. Overall, older students are more successful at all three colleges, particularly at CC.

Overall Persistence Rate

	2005-06 to 2010-11	2006-07 to 2011-12	2007-08 to 2012-13	2008-09 to 2013-14	2009-10 to 2014-15
BC	71.2%	71.8%	71.0%	70.9%	75.0%
CC	58.1%	63.3%	64.2%	67.3%	58.9%
PC	70.8%	71.5%	74.4%	71.7%	73.1%
Statewide	70.1%	70.4%	70.5%	71.7%	73.4%

Persistence Rate by Age	BC	CC	PC
All Students	**75.0%**	**58.9%**	**73.1%**
< 20 years old	76.2%	58.0%	74.6%
20 - 24 years old	65.0%	56.1%	63.2%
25 - 39 years old	69.9%	57.5%	72.1%
40+ years old	84.1%	75.8%	78.8%

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.
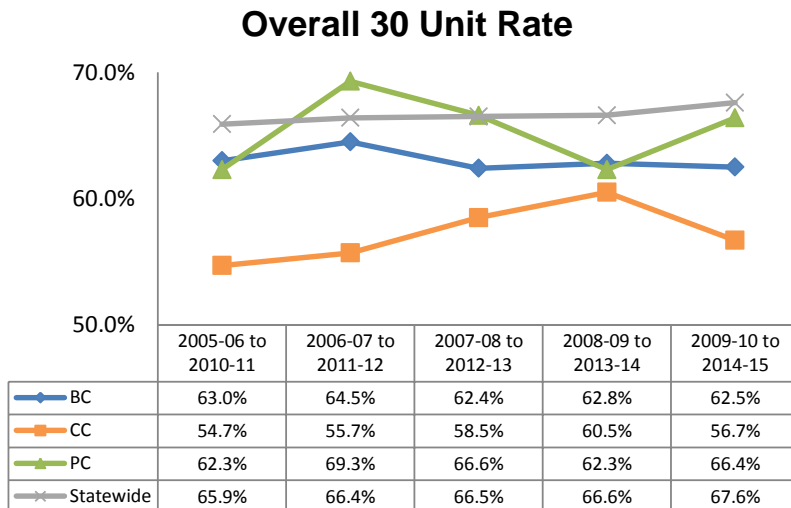
2016 Results at a Glance

BC	CC	PC
62.5% ⬇	**56.7%** ⬆	**66.4%** ⬆

Results for the Most Recent Cohort (2009-10 to 2014-15)
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 KCCD colleges as well as the statewide average.

Overall 30 Unit Rate

	2005-06 to 2010-11	2006-07 to 2011-12	2007-08 to 2012-13	2008-09 to 2013-14	2009-10 to 2014-15
BC	63.0%	64.5%	62.4%	62.8%	62.5%
CC	54.7%	55.7%	58.5%	60.5%	56.7%
PC	62.3%	69.3%	66.6%	62.3%	66.4%
Statewide	65.9%	66.4%	66.5%	66.6%	67.6%

A Focus on Achievement Gaps

The table below shows the overall 30 Unit Completion rates by ethnicity for KCCD students in the 2009-10 through 2014-15 cohort. At BC, of ethnic groups with 30 or more students, Filipino and Asian students were most successful and African American students were least successful. At CC and PC, there were only two ethnic groups with more than 30 students in the cohort (Hispanic and White). Hispanic students were the most successful ethnic group at both CC and PC.

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

Overall 30 Unit Rate by Ethnicity			
	BC	**CC**	**PC**
All Students	**62.5%**	**56.7%**	**66.4%**
African American	48.1%	*31.6%*	*53.8%*
American Indian	*41.2%*	*50.0%*	*58.3%*
Asian	80.8%	*36.4%*	*65.5%*
Filipino	81.4%	*75.0%*	*69.2%*
Hispanic	58.4%	59.6%	66.5%
Pacific Islander	*20.0%*	*100.0%*	*50.0%*
White	64.1%	57.8%	64.1%

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.

2016 Results at a Glance

BC	CC	PC
26.6% ⬆	**27.3%** ➡	**30.3%** ⬆

Results for the Most Recent Cohort (2009-10 to 2014-15)
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 KCCD colleges as well as the statewide average.

Remedial Math Progress Rate

	2005-06 to 2010-11	2006-07 to 2011-12	2007-08 to 2012-13	2008-09 to 2013-14	2009-10 to 2014-15
BC	23.8%	24.1%	21.4%	25.3%	26.6%
CC	27.3%	28.3%	27.2%	25.5%	27.3%
PC	16.6%	23.6%	24.4%	27.5%	30.3%
Statewide	28.9%	30.0%	30.7%	31.0%	32.7%

A Focus on Achievement Gaps

The table below shows Remedial Math Progress rates by age for KCCD students in the 2009-10 through 2014-15 cohort. At all three colleges, older students struggled the most.
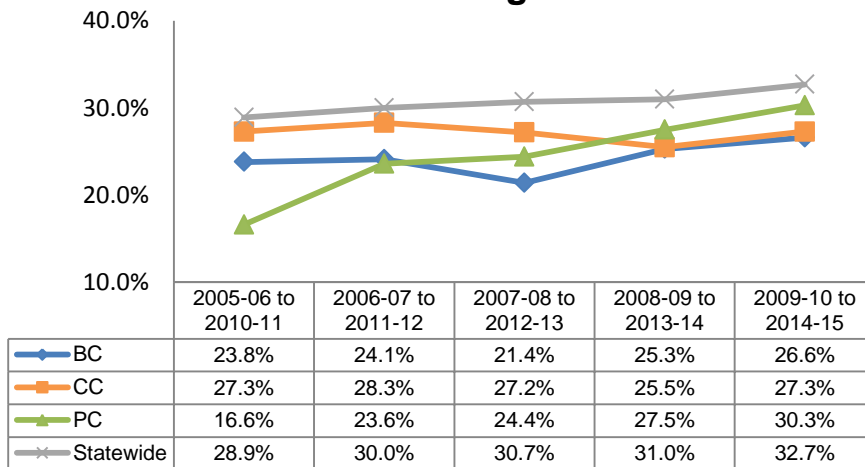
Remedial Math Progress Rate by Age			
	BC	**CC**	**PC**
All Students	**26.6%**	**27.3%**	**30.3%**
< 20 years old	30.6%	31.3%	32.2%
20 - 24 years old	23.3%	24.1%	28.1%
25 - 39 years old	21.7%	27.5%	32.3%
40+ years old	21.2%	23.0%	24.1%

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.
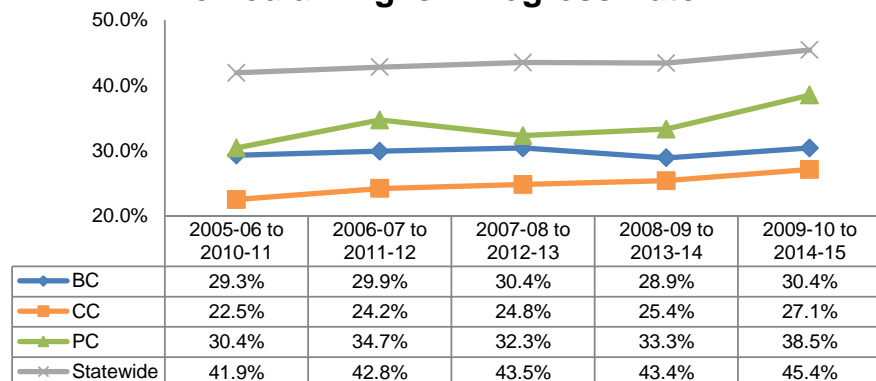
2016 Results at a Glance

BC	CC	PC
30.4% ⬆	**27.1%** ⬆	**38.5%** ⬆

Results for the Most Recent Cohort (2009-10 to 2014-15)
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 KCCD colleges as well as the statewide average.

Remedial English Progress Rate

	2005-06 to 2010-11	2006-07 to 2011-12	2007-08 to 2012-13	2008-09 to 2013-14	2009-10 to 2014-15
BC	29.3%	29.9%	30.4%	28.9%	30.4%
CC	22.5%	24.2%	24.8%	25.4%	27.1%
PC	30.4%	34.7%	32.3%	33.3%	38.5%
Statewide	41.9%	42.8%	43.5%	43.4%	45.4%

A Focus on Achievement Gaps

The table below shows Remedial English Progress rates by ethnicity for KCCD students in the 2009-10 through 2014-15 cohort. At BC, of ethnic groups with 30 or more students, Asian students were most successful and African American students were least successful. At CC and PC, there were only two ethnic groups with more than 30 students in the cohort (Hispanic and White). White students were most successful at CC and Hispanic students were most successful at PC.

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

Remedial English Progress Rate by Ethnicity			
	BC	**CC**	**PC**
All Students	**30.4%**	**27.1%**	**38.5%**
African American	13.6%	*14.3%*	*30.8%*
American Indian	*43.8%*	*9.1%*	*11.1%*
Asian	48.9%	*25.0%*	*50.0%*
Filipino	43.5%	*75.0%*	*52.0%*
Hispanic	28.9%	19.5%	41.0%
Pacific Islander	*28.6%*	*0.0%*	*25.0%*
White	34.2%	32.4%	35.5%

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 Apprenticeship, Advanced Occupational or Clearly Occupational.

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).

2016 Results at a Glance

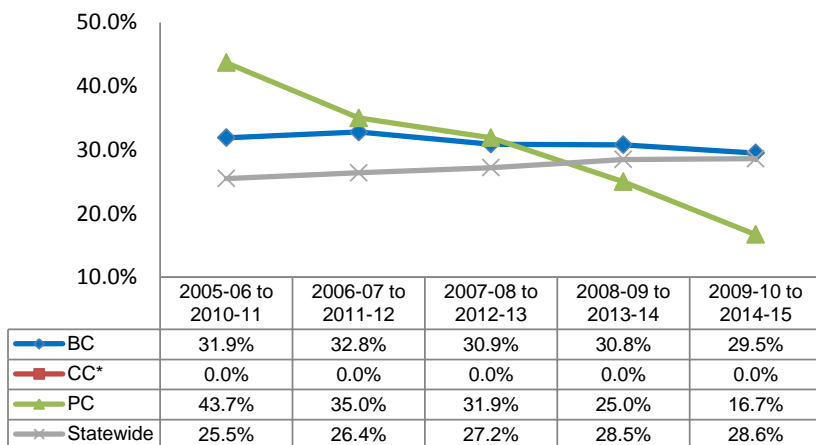| BC	CC	PC
42.2% ⇩	**40.2%** ⇩	**43.1%** ⇩

Results for the Most Recent Cohort (2009-10 to 2014-15)

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 KCCD colleges as well as the statewide average.

CTE Completion Rate

	2005-06 to 2010-11	2006-07 to 2011-12	2007-08 to 2012-13	2008-09 to 2013-14	2009-10 to 2014-15
BC	46.2%	45.3%	46.7%	42.1%	42.2%
CC	42.0%	39.3%	36.9%	37.0%	40.2%
PC	52.5%	55.9%	54.8%	50.6%	43.1%
Statewide	50.7%	51.4%	50.5%	50.0%	51.4%
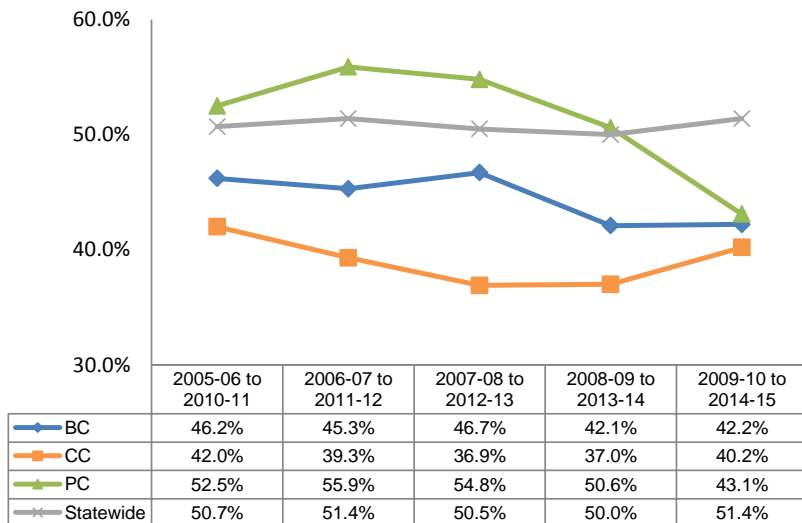
A Focus on Achievement Gaps

The table below shows CTE Success rates by gender for KCCD students in the 2009-10 through 2014-15 cohort. Results indicate that females are more successful than males at all three colleges. At BC, the difference was over 15 percentage points.

CTE Success Rate by Gender			
	BC	**CC**	**PC**
All Students	**42.2%**	**40.2%**	**43.1%**
Female	50.2%	41.5%	47.7%
Male	34.8%	36.7%	37.9%

Metric Results: Skills-Builder

Skills-Builder Metric Explanation [new metric for 2016 - only one year of data available]: This metric was created to measure the success of students who demonstrated course behavior related to career skills advancement by successfully completing a limited number of courses while not earning a certificate, degree or transfer to a four-year college.

Cohort Description: Skills-builders are students who, during the academic year, complete at least half a unit of CTE coursework and do not fail any CTE coursework attempted. CTE coursework is defined as being Clearly Occupational or higher. These students were not enrolled the following year, did not earn an award, and did not transfer to a four year college.

Outcome Description: Annual inflation adjusted median percentage change in earnings (one year before to one year after) for all students in the cohort.

2016 Results at a Glance

BC	CC	PC
19.3%	**12.2%**	**10.1%**

Results for the 2012-13 Cohort

First Year Results

The graph below displays the 2012-13 median wage change for students at the KCCD colleges as well as statewide.

Skills-Builder Median Wage Change

	BC	CC	PC
	19.3%	12.2%	10.1%
Cohort	1,352	595	224

13.4% Statewide

A Focus on Achievement Gaps

The tables below show the median percentage wage change by ethnicity and age for the KCCD 2012-13 skills-builder cohort. At BC, African American students had the largest percentage change in wage. At CC and PC, there were only two ethnic groups with more than 30 students in the cohort. At both colleges, the largest ethnic group had the highest gain. At all three colleges, younger students had the largest change in wage.

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

Median Wage Change by Ethnicity			
	BC	**CC**	**PC**
All Students	**19.3%**	**12.2%**	**10.1%**
African American	44.5%	*12.3%*	*-4.4%*
Hispanic	19.1%	7.3%	12.5%
White	15.3%	11.8%	7.1%

Groups not displayed had fewer than 30 students.

Median Wage Change by Age			
	BC	**CC**	**PC**
All Students	**19.3%**	**12.2%**	**10.1%**
< 20 years old	187.3%	43.1%	120.0%
20 - 24 years old	52.7%	48.8%	51.8%
25 - 39 years old	14.0%	10.5%	0.4%
40+ years old	4.2%	-0.4%	-5.8%