



Executive Summary: 2013 Student Success Scorecard

As a result of the Student Success Task Force and implementation of SB1456, the Accountability Reporting for Community Colleges (ARCC) was substantially revised and renamed the **Scorecard**. There are six measures in the Scorecard, which assess outcomes central to the mission of community colleges:

- **Completion Rate:** completion of a degree, certificate or transfer-related outcome within a six year period based on an initial cohort of students.
- **At Least 30 Units Completion Rate:** completion of at least 30 units after six-years in the system, based on an initial cohort of students.
- **Persistence Rate:** enrollment in three consecutive primary terms anywhere in the system, based on an initial cohort of students.
- **Remedial Progress Rate:** progression from pre-collegiate to college-level courses in the areas of math, English, and ESL. Students who start out at any levels below transfer in English, Mathematics, and/or ESL and are tracked for six years to determine if they successfully completed a college-level course in the same discipline.
- **Career and Technical Education Completion (CTE) Rate:** completion of degree, certificate, or transfer-related outcomes for students who complete several CTE courses in a single discipline within a three-year time frame.
- **Career Development and College Preparation (CDCP) Completion Rate:** completion of a CDCP certificate, other degree or certificate, or transfer-related outcome within six years for students who enroll in noncredit career development and college preparation courses.

The **Completion Rate**, **Persistence Rate**, and **At Least 30 Units Completion Rate** are based on cohorts of new degree, certificate or transfer-seeking students. These are students who earned at least six units and attempted any math or English course within a three-year period.

A major enhancement to the Scorecard is the availability of disaggregated data based on student characteristics, including the student's preparation for college-level work. Students who are "prepared for college" are those whose first enrollment is in a college level math or English course, whereas "unprepared students" are those students whose first enrollment is in a course that is below college level.

Considering the most recent **year-to-year change**, the LACCD colleges, taken as a whole, outperformed the state in Completion (both overall and for prepared students) and for the Remedial Progress Rate in English. LACCD colleges underperformed (i.e., fell below the statewide average) in the Completion Rate (for unprepared students), At Least 30 Unit Rate (all groups), Remedial Progress Rate (for Math and ESL), and CTE Completion Rate. The LACCD showed promising improvements in the At Least 30 Unit Rate and Remedial Progress Rate (Math, English), although these increases were below the state-wide average. In examining Scorecard measures for the 2006-07 cohort, LACCD colleges were below the statewide average and average of surrounding districts for all measures. LACCD colleges generally ranked (with exceptions) in the lowest quartiles of colleges statewide for the Completion Rate, At Least 30 Unit Rate, Remedial Progress Rate, and CTE Completion.

The Scorecard highlights areas of improvement and significant gaps in performance in comparison to other colleges. Improvements focused on unprepared students, including reductions in achievement gaps, are an important component in the LACCD's ability to improve its overall Scorecard outcomes.