

Student Success Scorecard: An Accountability Framework for the California Community Colleges

An Analysis of Santa Monica College's Scorecard

Last fall, Governor Jerry Brown signed into law the Student Success Act of 2012, a legislative bill aimed to improve educational outcomes for California Community College students, to close the achievement gap for historically underrepresented students, and to better prepare the workforce to meet the changing landscape of the state's economy. The Senate Bill was the product of the work done by the California Community Colleges Board of Governors Student Success Task Force (SSTF), which developed a set of comprehensive recommendations aimed to increase student success.

One of the recommendations direct the California Community College Chancellor's Office (CCCCO) and community colleges to design and implement a more clear and focused accountability system measuring performance on key student success indicators. The purpose of the recommendation was to ensure that student success metrics were being presented in a clear and concise manner, and to make equity gaps more transparent.

In April 2013, the CCCCCO unveiled the statewide and college-level Student Success Scorecard. The scorecard built on the existing accountability reporting system, the Accountability Reporting for the Community Colleges (ARCC). A comparison of the old and new accountability systems are highlighted below:

- Of the six scorecard metrics, four (Student Progress & Achievement or Completion, Persistence, At Least 30 Units, and Career Development and College Preparation rates) were carried over from the old ARCC framework, but the **methods to calculate the metrics were modified**.
 - Two of the scorecard metrics (Remedial Progress and Career Technical Education rates) are new.
 - Three of the old ARCC metrics (Vocational Successful Course Completion, Basic Skills Successful Course Completion, and Basic Skills Course Improvement rates) have been eliminated in the scorecard system.
- The scorecard data is presented in a web-based interface while the old ARCC system presented data in an 800+ page static document.
- The scorecard disaggregates the performance data by student age, gender, ethnicity/race, and by level of preparedness upon college entry (when applicable). The old ARCC system did not provide disaggregated data.
- Unlike the old ARCC system, colleges will be primarily measured against themselves (year-to-year comparison) in the scorecard, not against peer colleges.
 - However, peer groupings of colleges are available for comparison in a supplemental report.
- The self-assessment summary requirement has been eliminated in the new scorecard system. In the ARCC system, colleges were required to provide an evaluation of their performance on the metrics.
- The requirement for colleges to present the accountability report to the local Board of Trustees remains with the new scorecard.

The current report provides an analysis of Santa Monica College’s performance on the scorecard metrics, including a description of the methodologies used to calculate the metrics, five year trend analyses, and a comparison of student subgroups.

The new scorecard system is intended to expand the populations being measured. However, one major limitation of the scorecard methodology is the exclusion of students without valid social security numbers (SSNs). Santa Monica College (SMC) enrolls a large proportion of F-1 visa international and AB540 (undocumented) students. For example, in fall of 2012, approximately 11% of the credit students were international students and 4% were AB540 students. Over 98% of these two student populations did not report a valid SSN. Overall, more than 14% of the fall 2012 student population did not report a valid SSN, including non-international and non-AB540 students. Because the scorecard excludes students without valid SSNs in the dataset, the metrics do not provide a completely accurate picture of Santa Monica College’s performance on the student success metrics.

To address this limitation, the Office of Institutional Research recalculated the rates by adding students without valid SSNs into the cohorts for each metric.

The following table provides a brief description of the six scorecard metrics.

Metric	Description
Completion (Student Progress & Attainment)	Percentage of degree and/or transfer seeking first-time students who successfully completed a degree, certificate, or transfer related outcome within six year.
Persistence	Percentage of degree and/or transfer seeking first-time students who subsequently enroll in three consecutive primary terms anywhere in the California Community College system.
30 Units	Percentage of degree and/or transfer seeking first-time students who complete at least 30 units within six years.
Remedial Progress	Percentage of credit basic skills students who complete a college-level course in the same discipline within six years.
Career Technical Education (CTE)	Percentage of CTE students who successfully completed a degree, certificate, or transfer related outcome within six years.
Career Development and College Preparation (CDCP)	Percentage of CDCP students who successfully completed a CDCP certificate or other degree, certificate, or transfer related outcome within six years.

Scorecard Summary

The following figure provides a summary of the college's performance on the scorecard, including the recalculated rates and the system-wide (state) rates for the most recently reported cohort.

Metric	Cohort Year					Recalculated 2006-2007	Statewide 2006-2007
	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007		
Completion	58.2%	62.4%	55.8%	52.3%	51.4%	53.6%	49.2%
Persistence	62.5%	67.8%	62.4%	63.8%	64.4%	64.8%	65.8%
30 Units	68.9%	70.9%	66.2%	67.1%	68.6%	70.0%	66.4%
Remedial Progress - Math	31.4%	33.0%	30.0%	28.1%	29.4%	38.8%	25.9%
Remedial Progress - English	48.4%	47.9%	42.3%	42.0%	43.4%	42.9%	38.1%
Remedial Progress - ESL	61.6%	64.8%	59.2%	62.0%	63.0%	70.0%	23.6%
CTE	52.1%	58.1%	52.6%	53.2%	51.7%	56.1%	55.0%
CDCP	NA	NA	NA	NA	7.7%	8.1%	12.4%

The following trends in scorecard performance are observed:

- The scorecard indicates a five-year decreasing trend for the completion, remedial math progress, remedial English progress, and CTE rates.
- The college demonstrated improvement in the remedial ESL and persistence rates over the last five years.
- For all metrics, the “peak” performance is observed for the 2003-04 cohorts. The high rates for this cohort may partly be attributed to the large reduction in course offerings during the 2003 and 2004 years at SMC, which in turn, reduced the total number of students in the cohort, making the cohort less variable.
- Adding students without valid SSNs into the calculation increased the college's performance on all metrics, with the exception of the remedial English progress rate. This finding suggests that excluding the students without SSNs from the metric calculations has a negative impact on the college's performance on the scorecard metrics.
- SMC performed better on three metrics than the system-wide averages (completion, 30 units, and remedial progress for all disciplines).

Completion Rate

Completion (also known as the Student Progress and Attainment) rate describes the percentage of degree and/or transfer seeking first-time students who successfully completed a degree, certificate, or transfer related outcome within six years.

Denominator (Cohort):

SMC students who met the following criteria were included in the cohort:

- First-time college student at SMC;
- Reported a valid SSN;
- Earned six or more credit units at SMC and/or anywhere in the system during the first three years of enrollment; and,
- Attempted any credit math or English course in the first three years of enrollment.

Numerator (Outcome):

Students in the cohort who met the following criteria within six years of entering the CCC system for the first time were counted as having “completed”:

- Earned an Associate of Arts or Science degree at any CCC (California Community College);
- Earned a Chancellor’s Office approved Certificate of Achievement at any CCC;
- Transferred to a four-year institution; and/or,
- Completed 60 or more UC/CSU transferable units with a GPA of 2.0 or higher anywhere in the CCC system.

The following table describes the overall completion rates by cohort year (as reported on the scorecard) as well as the recalculated rate which includes the students without valid SSNs.

Table 1a. Original and Recalculated Completion Rates

	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Cohort Size	3,138	2,641	3,504	3,752	3,877
Completed	1,827	1,647	1,955	1,962	1,991
% Completed	58.2%	62.4%	55.8%	52.3%	51.4%
% Recalculated	60.7%	63.8%	56.9%	53.8%	53.6%

On average, approximately 56% of degree and/or transfer seeking first-time freshmen completed a degree, certificate, or transfer related outcome within six years. The college’s performance on this metric peaked at 62.4% for the 2003-04 cohort. The high rate for this cohort may partly be attributed to the large reduction in course offerings during the 2003 and 2004 years at SMC, which in turn, reduced the total number of students in the cohort, making the cohort less variable. The completion rates have steadily decreased since the 2003-04 cohort year, yet the size of the cohorts has increased.

Recalculating the completion rates to include students without valid SSNs improves the college’s performance on this indicator. Including the students without valid SSNs in the cohort improved the rate by over 2%, from 51.4% to 53.6%, for the most recently reported cohort (2006-07).

The following table disaggregates the completion rates for students without valid SSNs by AB540, F1 international, or other students without valid SSNs (including students with other visas).

Table 1b. Completion Rates – Students without Valid SSNs

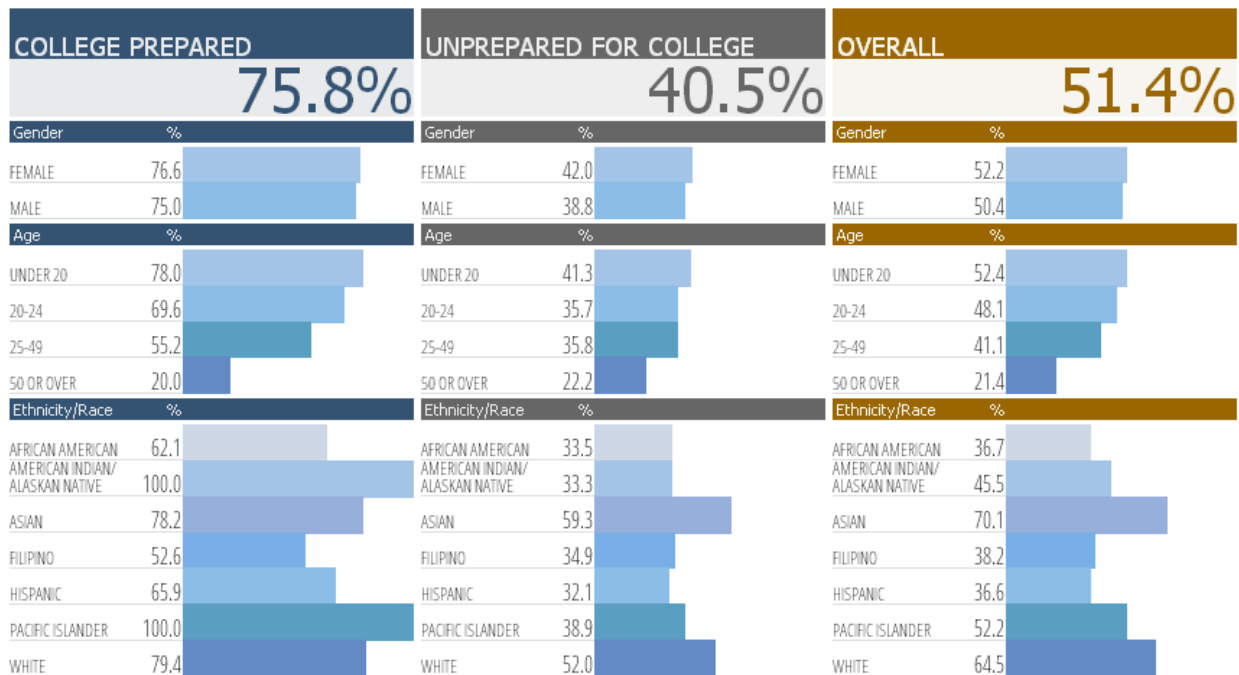
	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
AB540 Cohort	137	144	214	251	248
% Completed	28.5%	34.0%	30.8%	29.5%	30.2%
F1 Cohort	670	511	512	693	799
% Completed	71.2%	78.5%	73.8%	70.0%	71.6%
Other Cohort	295	40	26	28	26
% Completed	78.6%	82.5%	84.6%	75.0%	65.4%
Total – No SSN	1,102	695	752	972	1,073
% Completed	67.9%	69.5%	62.0%	59.7%	61.9%

The data indicate that the largest proportions of students without valid SSNs in the completion cohorts are international students. International students completed a degree, certificate, and/or transfer related outcome at higher rates than both the AB540 population and the overall population of students reporting a valid SSN. Over seven in ten international students who are degree and/or transfer seeking, completed a degree, certificate, and/or transfer related outcome within six years of enrolling at SMC. In the 2002-03 to 2005-06 years, the “other” students without SSNs outperformed the international and AB540 groups on the completion rates. The “other” group represents the smallest proportion of students without valid SSNs since 2003-04.

The following figure describes the completion rates by student demographic (gender, ethnicity/race, age) and level of preparedness for the most recently reported cohort (2006-07).

Completion

Percentage of degree and/or transfer-seeking students tracked for six years through 2011-12 who completed a degree, certificate or transfer related outcomes.



COLLEGE PREPARED: Student's lowest course attempted in Math and/or English was college level
 UNPREPARED FOR COLLEGE: Student's lowest course attempted in Math and/or English was remedial level
 OVERALL: Student attempted any level of Math or English in the first three years
 0%: Cohort with no students attaining an outcome
 N/A: Cohort has no students

The data indicate that students who were college prepared (student’s lowest attempted math and/or English course was degree applicable) completed the outcomes at higher rates (75.8%) than students who are unprepared for college (40.5%). Overall, Asian (70.1%), Pacific Islander (52.2%), and White (64.5%) students completed their outcomes at higher rates than African American (36.7%), Filipino (38.2%) and Hispanic (36.6%) students.

Persistence Rate

Persistence rate describes the percentage of degree and/or transfer seeking first-time students who enrolled in the first three consecutive terms. This metric is considered a milestone or momentum point. Research indicates that students who stay enrolled in college are more likely to succeed.

Denominator (Cohort):

SMC students who met the following criteria were included in the cohort:

- First-time college student at SMC;
- Reported a valid SSN;
- Earned six or more credit units at SMC and/or anywhere in the system during the first three years of enrollment; and,
- Attempted any credit math or English course in the first three years of enrollment.

Numerator (Outcome):

Students in the cohort who met the following criteria within six years of entering the CCC system for the first time were counted as having “persisted”:

- Enrolled in a credit course three consecutive primary semesters three (spring and fall) in the first three subsequent semesters. For example, a student who was a degree and/or transfer seeking first-time student in fall of 2006, and subsequently was enrolled in a credit course in spring of 2007, fall of 2007, and spring of 2008, was counted as having “persisted”.

The following table describes the overall persistence rates by cohort year (as reported on the scorecard) as well as the recalculated rate which includes the students without valid SSNs.

Table 2a. Original and Recalculated Persistence Rates

	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Cohort Size	3,138	2,641	3,504	3,752	3,877
Persisted	1,962	1,791	2,186	2,395	2,498
% Persisted	62.5%	67.8%	62.4%	63.8%	64.4%
% Recalculated	62.3%	67.6%	62.9%	63.8%	64.8%

On average, approximately 64% of degree and/or transfer seeking first-time freshmen persisted and enrolled in three consecutive primary terms within six years of entry. The college’s performance on this metric peaked at 67.8% for the 2003-04 cohort. The high rate for this cohort may partly be attributed to the large reduction in course offerings during the 2003 and 2004 years at SMC, which in turn, reduced the total number of students in the cohort, making the cohort less variable. The college has improved by nearly 2% on this metric, from 62.5% in 2002-03 to 64.4% in 2006-07.

Recalculating the completion rates to include students without valid SSNs improves the college's performance on this indicator. Including the students without valid SSNs in the cohort improved the rate by nearly 0.5%, from 64.4% to 64.8%, for the most recently reported cohort (2006-07).

The following table disaggregates the completion rates for students without valid SSNs by AB540, F1 international, or other students without valid SSNs (including students with other visas).

Table 2b. Persistence Rates – Students without Valid SSNs

	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
AB540 Cohort	137	144	214	251	248
% Persisted	51.8%	56.9%	50.0%	49.4%	54.8%
F1 Cohort	670	511	512	693	799
% Persisted	64.9%	72.4%	72.3%	69.9%	70.5%
Other Cohort	295	40	26	28	26
% Persisted	56.9%	30.0%	50.0%	32.1%	46.2%
Total – No SSN	1,102	695	752	972	1,073
% Persisted	61.5%	66.9%	65.4%	63.7%	66.4%

The data indicate that the largest proportions of students without valid SSNs in the persistence cohorts are international students. International students persisted at higher rates than the AB540 population, other students without valid SSNs, and the overall population of students reporting a valid SSN. Over seven in ten international students who are degree and/or transfer seeking enrolled in three or more consecutive terms within six years of enrolling at SMC. International students may be more motivated to enroll in consecutive terms (without stopping out) in order to maintain their student visa status.

The following figure describes the persistence rates by student demographic (gender, ethnicity/race, age) and level of preparedness for the most recently reported cohort (2006-07).

Persistence

Percentage of degree and/or transfer-seeking students tracked for six years through 2011-12 who enrolled in the first three consecutive terms. This metric is considered a milestone or momentum point, research shows that students with sustained enrollment are more likely to succeed.

COLLEGE PREPARED		UNPREPARED FOR COLLEGE		OVERALL	
61.4%		65.7%		64.4%	
Gender	%	Gender	%	Gender	%
FEMALE	59.9	FEMALE	63.8	FEMALE	62.7
MALE	62.9	MALE	68.0	MALE	66.3
Age	%	Age	%	Age	%
UNDER 20	60.8	UNDER 20	66.7	UNDER 20	64.9
20-24	69.6	20-24	60.2	20-24	63.6
25-49	56.9	25-49	58.3	25-49	57.9
50 OR OVER	60.0	50 OR OVER	66.7	50 OR OVER	64.3
Ethnicity/Race	%	Ethnicity/Race	%	Ethnicity/Race	%
AFRICAN AMERICAN	53.4	AFRICAN AMERICAN	65.2	AFRICAN AMERICAN	63.9
AMERICAN INDIAN/ ALASKAN NATIVE	0.0	AMERICAN INDIAN/ ALASKAN NATIVE	100.0	AMERICAN INDIAN/ ALASKAN NATIVE	81.8
ASIAN	65.9	ASIAN	68.6	ASIAN	67.1
FILIPINO	52.6	FILIPINO	53.0	FILIPINO	52.9
HISPANIC	54.3	HISPANIC	65.3	HISPANIC	63.8
PACIFIC ISLANDER	80.0	PACIFIC ISLANDER	50.0	PACIFIC ISLANDER	56.5
WHITE	65.1	WHITE	65.7	WHITE	65.4

COLLEGE PREPARED: Student's lowest course attempted in Math and/or English was college level

UNPREPARED FOR COLLEGE: Student's lowest course attempted in Math and/or English was remedial level

OVERALL: Student attempted any level of Math or English in the first three years

0%: Cohort with no students attaining an outcome

N/A: Cohort has no students

Unlike the completion metric, students who were college prepared persisted at lower rates (61.4%) than students who are unprepared for college (65.7%). Overall, American Indian/Alaskan Native students persisted at the highest rates (81.8%); however, this group represents only 0.3% of the cohort

30 Units Rate

The 30 units rate describes the percentage of degree and/or transfer seeking first-time students who earned at least 30 units. Credit accumulation, 30 units specifically, tends to be positively correlated with completion and wage gain.

Denominator (Cohort):

SMC students who met the following criteria were included in the cohort:

- First-time college student at SMC;
- Reported a valid SSN;
- Earned six or more credit units at SMC and/or anywhere in the system during the first three years of enrollment; and,
- Attempted any credit math or English course in the first three years of enrollment.

Numerator (Outcome):

Students in the cohort who completed 30 or more credit units with a grade of A, B, C, D, or P anywhere in the CCC were counted as having completed 30 units.

The following table describes the overall 30 units rates by cohort year (as reported on the scorecard) as well as the recalculated rate which includes the students without valid SSNs.

Table 3a. Original and Recalculated 30 Units Rates

	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Cohort Size	3,138	2,641	3,504	3,752	3,877
30 Units	2,163	1,873	2,320	2,518	2,659
% 30 Units	68.9%	70.9%	66.2%	67.1%	68.6%
% Recalculated	69.3%	71.4%	67.4%	68.6%	70.0%

On average, over 68% of degree and/or transfer seeking first-time freshmen successfully completed 30 or more credit units within six years of entry. The college's performance on this metric peaked at 70.9% for the 2003-04 cohort. The high rate for this cohort may partly be attributed to the large reduction in course offerings during the 2003 and 2004 years at SMC, which in turn, reduced the total number of students in the cohort, making the cohort less variable. In 2004-05, the rate dropped to 66.2%, but by 2006-07, the rate reverted back to the levels observed in 2002-03 (over 68%).

Recalculating the completion rates to include students without valid SSNs improves the college's performance on this indicator. Including the students without valid in the cohort improved the rate by nearly 1.5%, from 68.6% to 70.0%, for the most recently reported cohort (2006-07).

The following table disaggregates the completion rates for students without valid SSNs by AB540, F1 international, or other students without valid SSNs (including students with other visas).

Table 3b. 30 Units Rates – Students without Valid SSNs

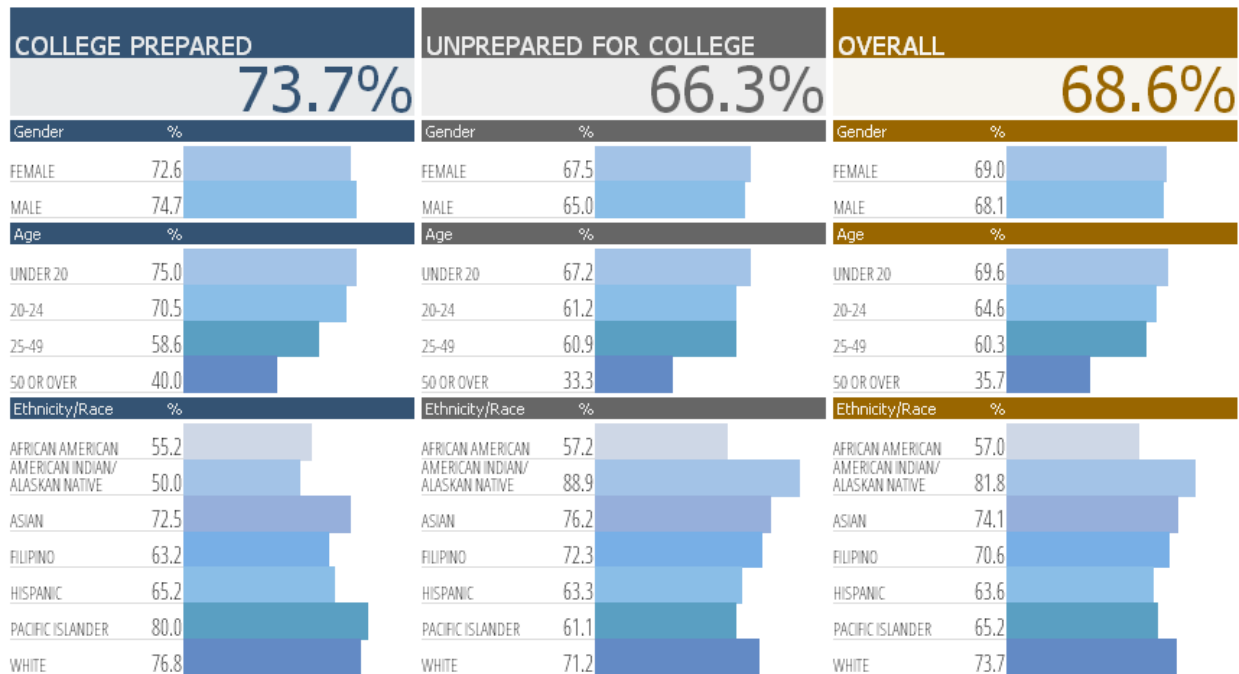
	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
AB540 Cohort	137	144	214	251	248
% 30 Units	52.6%	61.8%	53.3%	53.8%	60.5%
F1 Cohort	670	511	512	693	799
% 30 Units	74.9%	79.1%	81.8%	82.9%	80.4%
Other Cohort	295	40	26	28	26
% 30 Units	65.1%	37.5%	50.0%	46.4%	42.3%
Total – No SSN	1,102	695	752	972	1,073
% 30 Units	70.2%	73.4%	72.9%	74.6%	74.9%

The data indicate that the largest proportions of students without valid SSNs in the 30 units cohorts are international students. International students successfully completed 30 or more credit units at higher rates than the AB540 population, other students without valid SSNs, and the overall population of students reporting a valid SSN. Over eight in ten international students who are degree and/or transfer seeking successfully completed 30 or more units within six years enrolling at SMC. International students may be more likely to complete more units because in most cases, international students need to carry a full-time course load (12 or more units) each term in order to maintain their student visa status.

The following figure describes the 30 units rates by student demographic (gender, ethnicity/race, age) and level of preparedness for the most recently reported cohort (2006-07).

30 Units

Percentage of degree and/or transfer seeking students tracked for six years through 2011-12 who achieved at least 30 units. Credit accumulation, 30 units specifically, tend to be positively correlated with completion and wage gain.



COLLEGE PREPARED: Student's lowest course attempted in Math and/or English was college level

UNPREPARED FOR COLLEGE: Student's lowest course attempted in Math and/or English was remedial level

OVERALL: Student attempted any level of Math or English in the first three years

0%: Cohort with no students attaining an outcome

N/A: Cohort has no students

The data indicate that students who were college prepared (student's lowest attempted math and/or English course was degree applicable) completed 30 or more units at higher rate (73.7%) than students who are unprepared for college (66.3%). Overall, American Indian/Alaska Native (81.8%), Asian (74.1%), and White (73.7%) students completed 30 or more units at higher rates than other ethnicity/race groups. African American students completed 30 or more credit units at the lowest rate at 57%.

Remedial Progress Rate

The remedial progress rates describe the percentage of credit students who started below transfer level in math, English, and/or ESL who completed a college-level course in the same discipline within six years.

Denominator (Cohort):

SMC students who met the following criteria were included in the cohort:

- First attempt of a credit math, English, and/or ESL course was in a course that was two to four levels below transfer, but not degree applicable;
 - Math: MATH 81, MATH 84, or MATH 31;
 - English writing: ENGL 81A, ENGL 81B, ENGL 84W, or ENGL 21A; and/or
 - ESL: ESL 10G, ESL 10W, ESL 11A, ESL 15, ESL 17, or ESL 23.

Numerator (Outcome):

Students in the cohort who met the following criteria within six years were counted as having progressed through the remedial sequence:

- Math cohort: Earned an A, B, C, or P grade in any UC/CSU transferable math course;
- English cohort: Earned an A, B, C, or P grade in any UC/CSU transferable English course; and/or,
- ESL cohort: Earned an A, B, C, or P grade in any UC/CSU transferable English course or earned an A, B, C, or P grade in ESL 11B, ESL 21A, ESL 21B, or ESL 25.

The following tables describe the overall remedial progress rates for math, English, and ESL by cohort year (as reported on the scorecard) as well as the recalculated rate which includes the students without valid SSNs.

Math

Table 4a. Original and Recalculated Remedial Progress Rates for Math

	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Cohort Size	1,899	1,853	3,088	3,091	3,018
Progressed Math	597	612	925	868	886
% Progressed Math	31.4%	33.0%	30.0%	28.1%	29.4%
% Recalculated	42.6%	43.5%	39.0%	36.8%	38.8%

On average, over 30% of basic skills math students completed a college-level math course within six years. The college's performance on this metric peaked at 33.0% for the 2003-04 cohort. The high rate for this cohort may partly be attributed to the large reduction in course offerings during the 2003 and 2004 years at SMC, which in turn, reduced the total number of students in the cohort, making the cohort less variable. The college experienced a decrease in the remedial math progress rate between cohort years 2003-04 and 2005-06, however, by 2006-07, the rate experienced a small increase.

Recalculating the completion rates to include students without valid SSNs improves the college's performance on this indicator. Including the students without valid SSNs in the cohort improved the rate by over 9%, from 29.4% to 38.8%, for the most recently reported cohort (2006-07).

The following table disaggregates the completion rates for students without valid SSNs by AB540, F1 international, or other students without valid SSNs (including students with other visas).

Table 4b. Math Remedial Progress Rates – Students without Valid SSNs

	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
AB540 Cohort	107	152	257	307	285
% Progressed	30.8%	45.4%	41.6%	36.5%	39.6%
F1 Cohort	950	743	794	819	986
% Progressed	69.3%	70.8%	72.9%	69.6%	66.6%
Other Cohort	526	137	104	57	46
% Progressed	37.3%	35.8%	43.3%	36.8%	52.2%
Total – No SSN	1,583	1,032	1,155	1,183	1,317
% Progressed	56.0%	62.4%	63.3%	59.4%	60.3%

The data indicate that the largest proportions of students without valid SSNs in the math remedial progress rates are international students. International students successfully progressed in the math

course sequence at higher rates than the AB540 population, other students without valid SSNs, and the overall population of students reporting a valid SSN. In fact, the international student remedial math progress rate is over twice the rate of students with valid SSNs in 2006-07. Approximately two-thirds of international basic skills math students progressed through the math sequence and completed a college-level math course within six years.

English Writing

Table 4c. Original and Recalculated Remedial Progress Rates for English Writing

	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Cohort Size	2,137	2,015	2,905	3,166	3,060
Progressed English	1,035	965	1,228	1,331	1,326
% Progressed Engl	48.4%	47.9%	42.3%	42.0%	43.3%
% Recalculated	47.2%	47.6%	41.8%	41.6%	42.9%

On average, over 45% of basic skills English writing students completed college-level English course within six years. The college's performance on this indicator has decreased by over 5% over the last five cohort years.

Recalculating the completion rates to include students without valid SSNs does not improve the college's performance on this indicator. Including the students without valid SSNs in the cohort dropped the rate by less than 0.5%, from 43.3% to 42.9%, for the most recently reported cohort (2006-07).

Table 4d. English Writing Remedial Progress Rates – Students without Valid SSNs

	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
AB540 Cohort	95	109	171	215	197
% Progressed	35.8%	44.0%	33.3%	35.8%	36.0%
F1 Cohort	76	31	28	23	24
% Progressed	40.8%	48.4%	50.0%	39.1%	50.0%
Other Cohort	48	11	12	5	13
% Progressed	22.9%	18.2%	16.7%	0.0%	23.1%
Total – No SSN	219	151	211	243	234
% Progressed	34.7%	43.0%	34.6%	35.4%	36.8%

Disproportionately fewer students without valid SSNs are international students when compared with the other metrics. In fact, only 11% of the no-SSN students are international students. Most international students begin their writing course sequences in the ESL discipline, and not in the English discipline, therefore, they are not expected to represent large numbers in this metric. Nonetheless, basic skills English international students progressed at higher rates than the AB540 students, other students without valid SSNs, and students with valid SSN.

ESL

Table 4e. Original and Recalculated Remedial Progress Rates for ESL

	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Cohort Size	432	315	277	300	262
Progressed ESL	266	204	164	186	165
% Progressed ESL	61.6%	64.8%	59.2%	62.0%	63.0%
% Recalculated	67.1%	66.9%	67.3%	68.0%	70.0%

On average, over 62% of basic skills ESL students completed the college-level English and/or ESL within six years. The college's performance on this metric peaked at 64.8% for the 2003-04 cohort. The high rate for this cohort may partly be attributed to the large reduction in course offerings during the 2003 and 2004 years at SMC, which in turn, reduced the total number of students in the cohort, making the cohort less variable. The college experienced the highest rate on this metric in the most recently reported year (2006-07) since the 2003-04 year.

Recalculating the completion rates to include students without valid SSNs improves the college's performance on this indicator. Including the students without valid SSNs in the cohort improved the rate by 7%, from 63% to 70%, for the most recently reported cohort (2006-07).

Table 4f. ESL Remedial Progress Rates – Students without Valid SSNs

	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
AB540 Cohort	8	27	35	31	36
% Progressed	25.0%	44.4%	54.3%	61.3%	58.3%
F1 Cohort	348	282	274	328	341
% Progressed	77.6%	73.0%	77.7%	75.0%	77.1%
Other Cohort	41	19	4	10	8
% Progressed	43.9%	42.1%	25.0%	40.0%	50.0%
Total – No SSN	397	328	313	369	385
% Progressed	73.0%	68.9%	74.4%	72.9%	74.8%

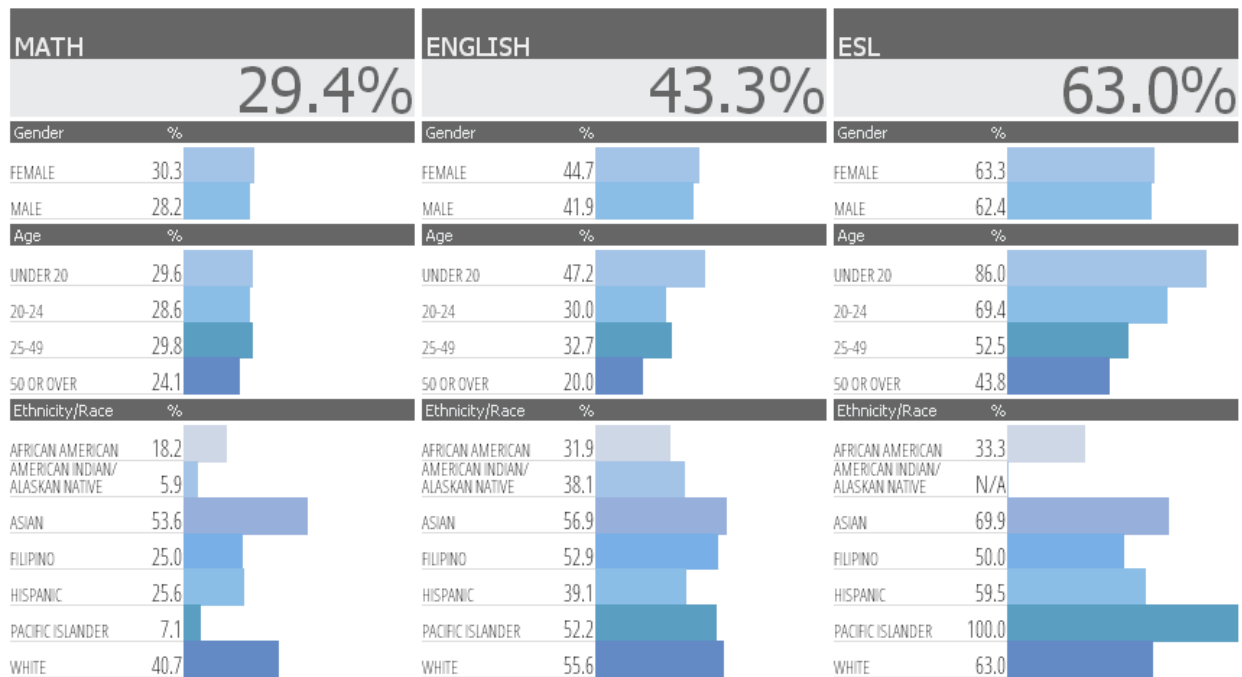
The largest proportions of students without valid SSNs in the ESL remedial progress rates are international students. In fact, the international student without valid SSN cohort size (n = 341 in 2006-07) is larger than the entire students with SSN population (n = 262 in 2006-07). This finding reveals that the scorecard is excluding a large proportion of the SMC population when calculating this metric.

International students successfully progressed in the ESL course sequence at higher rates than the AB540 students, other students without valid SSNs, and the overall population of students reporting a valid SSN. Over three-quarters of international basic skills ESL students progressed and completed the college-level English and/or ESL course within six years.

The following figure describes the remedial progress rates by student demographic (gender, ethnicity/race, age) and discipline.

Remedial

Percentage of credit students tracked for six years through 2011-12 who started below transfer level in English, mathematics, and/or ESL and completed a college-level course in the same discipline.



0%: Cohort with no students attaining an outcome
 N/A: Cohort has no students

The college performs the best on the remedial ESL progress rate (63.0%) metric when compared with the English (43.3%) and math (29.4%) indicators. In the ESL metric, the youngest students (under 20), Asians/Pacific Islander and White students progress at the highest rates. Similar patterns are observed for the English cohort. In the math cohort, the progress rates are somewhat similar across all age groups and Asian and White students progress at the highest rates.

Career Technical Education (CTE) Rate

The CTE rate describes the percentage of CTE students who successfully completed a degree, certificate, or transfer related outcome within six years.

Denominator (Cohort):

SMC students who met the following criteria were included in the cohort:

- First-time college student at SMC;
- Reported a valid SSN; and,
- Earned eight or more credit units in a single discipline at SMC and/or anywhere in the system during the first three years of enrollment.
 - At least one of the courses is designated as “clearly” or “advanced” occupational; and,
 - Units earned in courses with same 2-digit vocational TOP code.

Numerator (Outcome):

Students in the cohort who met the following criteria within six years of entering the CCC system for the first time were counted as having completed a CTE outcome:

- Earned an Associate of Arts or Science degree at any CCC (California Community College);
- Earned a Chancellor’s Office approved Certificate of Achievement at any CCC;
- Transferred to a four-year institution; and/or,
- Completed 60 or more UC/CSU transferable units with a GPA of 2.0 or higher anywhere in the CCC system.

The following table describes the overall CTE completion rates by cohort year (as reported on the scorecard) as well as the recalculated rate which includes the students without valid SSNs.

Table 5a. Original and Recalculated CTE Rates

	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Cohort Size	1,940	1,447	1,640	1,856	1,986
Completed CTE	1,010	840	862	988	1,027
% Completed CTE	52.1%	58.1%	52.6%	53.2%	51.7%
% Recalculated	55.0%	61.8%	56.2%	56.0%	56.1%

On average, nearly 54% of CTE students completed a degree, certificate, or transfer related outcome within six years. The college’s performance on this metric peaked at 58.1% for the 2003-04 cohort. The high rate for this cohort may partly be attributed to the large reduction in course offerings during the 2003 and 2004 years at SMC, which in turn, reduced the total number of students in the cohort, making the cohort less variable. The college had the lowest CTE completion rate for the 2006-07 cohort (51.7%) when compared with the last five cohorts.

This scorecard metric does not take into account students who achieved a departmental certificate. Departmental certificates are short-term certificates of achievement that typically require fewer units for completion than Chancellor’s Office approved certificates of achievement. Departmental certificates are currently not reported to the CCCCO, and therefore, are not counted toward completion.

Recalculating the completion rates to include students without valid SSNs improves the college’s performance on this indicator. Including the students without valid SSNs in the cohort improved the rate by over 4%, from 51.7% to 56.1%, for the most recently reported cohort (2006-07).

The following table disaggregates the completion rates for students without valid SSNs by AB540, F1 international, or other students without valid SSNs (including students with other visas).

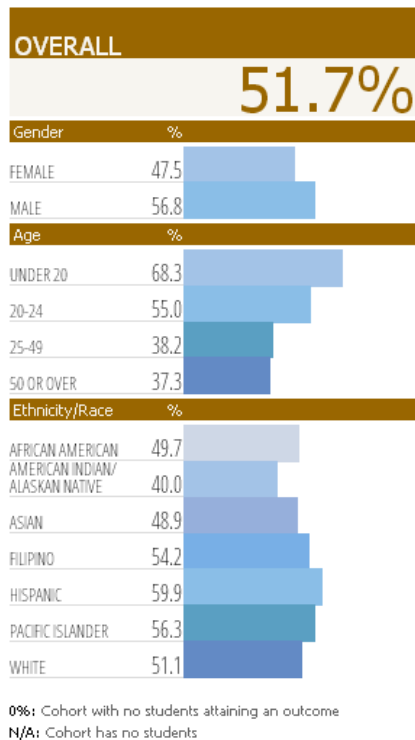
Table 5b. CTE Rates – Students without Valid SSNs

	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
AB540 Cohort	23	20	24	30	47
% Completed CTE	65.2%	80.0%	75.0%	66.7%	63.8%
F1 Cohort	284	215	210	294	358
% Completed CTE	76.1%	86.0%	82.9%	72.8%	79.1%
Other Cohort	55	5	2	1	8
% Completed CTE	45.5%	40.0%	0.0%	0.0%	87.5%
Total – No SSN	362	240	236	325	413
% Completed CTE	70.7%	84.6%	81.4%	72.0%	77.5%

The data indicate that the largest proportions of students without valid SSNs in the CTE cohorts are international students. International students successfully completed a CTE outcome at higher rates than both the AB540 population and the overall population of students reporting a valid SSN. The AB540 population completed CTE outcomes at higher rates than the population of students with SSNs. Nearly eight in ten international CTE students successfully completed a degree, certificate, and/or transfer related outcome within six years enrolling at SMC.

Career Technical Education

Percentage of students tracked for six years through 2011-12 who completed several courses classified as career technical education (or vocational) in a single discipline and completed a degree, certificate or transferred.



Male students had higher CTE rates for the 2006-07 cohort (51.7%) when compared with female students (47.5%). In general, the youngest students (68.3%), Hispanic (59.9%), and Pacific Islander (56.3%) students had the highest CTE rates.

Career Development & College Preparation (CDCP) Rate

The CDCP rate describes the percentage of CDCP who successfully completed a degree, certificate, or transfer related outcome within six years.

Denominator (Cohort):

SMC students who met the following criteria were included in the cohort:

- First-time college student at SMC;
- Reported a valid SSN; and,
- Enrolled in at least two or more CDCP courses, with a minimum of 4 attendance hours in each of those courses within three years of initial enrollment.
 - CDCP course is defined as a non-credit course classified as a workforce preparation or basic skills (including ESL) necessary to participate in job-specific technical training.

Numerator (Outcome):

Students in the cohort who met the following criteria within six years of entering the CCC system for the first time were counted as having completed a CTE outcome:

- Earned a CDCP certificate;
- Earned an Associate of Arts or Science degree at any CCC (California Community College);
- Earned a Chancellor’s Office approved Certificate of Achievement at any CCC;
- Transferred to a four-year institution; and/or,
- Completed 60 or more UC/CSU transferable units with a GPA of 2.0 or higher anywhere in the CCC system.

The following table describes the overall CDCP rates by cohort year (as reported on the scorecard) as well as the recalculated rate which includes the students without valid SSNs. The scorecard only included data for the 2006-07 cohort.

Table 6a. Original and Recalculated CDCP Rates

2006-2007	
Cohort Size	391
Completed CDCP	30
% Completed CDCP	7.7%
% Recalculated	8.1%

In 2006-07, the college’s CDCP rate was 7.7%, which indicates that fewer than 8 out of 100 students who enrolled in at least two non-credit courses achieved a certificate, degree, and/or transfer outcome within six years. In general, SMC offers a very small number of non-credit CDCP courses. In fall 2012, CDCP course enrollments represented 2.5% of all course enrollments. The CDCP cohort size is small compared to the cohorts for the other metrics. In addition, students who enroll in CDCP courses may not necessarily have a goal to complete a credential or transfer to a four-year.

Recalculating the completion rates to include students without valid SSNs improves the college's performance on this indicator. Including the students without valid SSNs in the cohort improved the rate by nearly 0.5%, from 7.7% to 8.1%.

The following table disaggregates the completion rates for students without valid SSNs by AB540, F1 international, or other students without valid SSNs (including students with other visas).

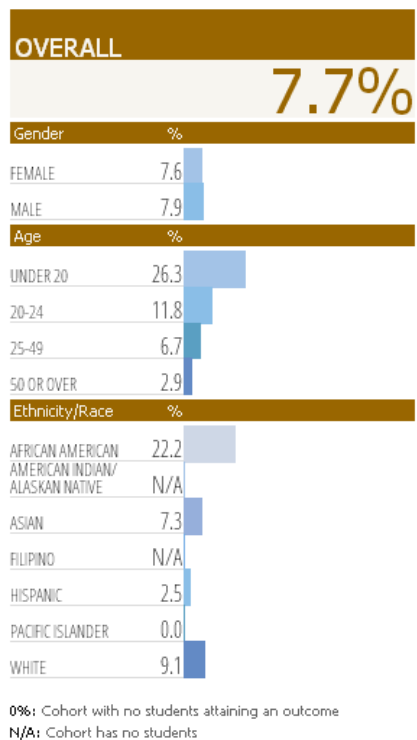
Table 6b. CTE Rates – Students without Valid SSNs

2006-2007	
AB540 Cohort	2
% Completed CDCP	0%
F1	4
% Completed CDCP	50%
Total – No SSN	6
% Completed CDCP	33.3%

A total of 6 students without valid SSNs were part of the cohort. There were no students in the cohort who were part of the “other” no SSN category; only students in the AB540 and international student groups were part of the 2006-07 CDCP cohort. Overall, students without SSNs had a higher CDCP completion rate (33.3%) when compared to the student population reporting valid SSNs (7.7%).

Career Development and College Preparation (Non-credit)

Percentage of students tracked for six years through 2011-12 who started in a Career Development and College Preparation course and completed a certificate, degree or transfer related outcomes.



The youngest groups of students (under 20) (26.3%) and African American students (22.2%) have the highest CDCP rate.

Summary

SMC demonstrates improvement on four of the six scorecard metrics (persistence, 30 units, remedial progress, CTE) when compared with the prior year's performance. However, the five-year trend suggests a decrease in overall performance on three of the six scorecard metrics (completion, remedial math & English, and CTE). Performance on the 30 units metric has remained relatively stable over the last five years.

While the scorecard has its value, for example, the ability to disaggregate performance by student subgroup, it is not without its limitations. Currently, the scorecard excludes students who do not report a valid SSN in the calculations of the metric, including international and undocumented students. Because SMC enrolls a large proportion of F-1 visa international and AB540 (undocumented) students who do not report SSNs, the current scorecard metrics do not account a large number of SMC students.

Adding students without valid SSNs into the metric calculations increased the college's performance on all metrics, with the exception of the remedial English progress rate. This finding suggests that excluding students without valid SSNs from the metric calculations has a negative impact on the college's performance on the scorecard metrics.

The scorecard metrics are aligned with the college's Institutional Effectiveness (IE) Report. Four of the six scorecard metrics are addressed in some way the IE report, although the methodologies to calculate the metrics are different. The college's scorecard data are reported separately from the college's annual discussion of institutional effectiveness as the legislation for the scorecard requires that a college's local Board of Trustees annually review the college's scorecard. No action is required by the Board; this narrative fulfills this legislative requirement. The scorecard, when paired with the more comprehensive IE report, is intended to stimulate dialogue about local trends, SMC students, educational practice and programs among various campus constituents. SMC's performance on scorecard is best understood within the context of local conditions. Therefore, the scorecard is only the starting point in assessing college performance related to student learning and achievement.