



NORTH ORANGE COUNTY
COMMUNITY COLLEGE DISTRICT



NOCCCD STUDENT SUCCESS SCORECARD 2016

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Cypress College



Fullerton College



STUDENT SUCCESS SCORECARD ANALYSIS

- **Trend analysis**
 - Comparison of college data from one time period to another
 - **Comparative analysis**
 - Comparison with system wide data
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PERFORMANCE INDICATORS – CYPRESS & FULLERTON

- First-time students in 2009-10 tracked over a six-year period
 - Must have at least 6 units and attempted an English or Math course within the first three years
 - Eight different college level indicators
 - Persistence (three consecutive terms)
 - Percent of students who earned at least 30 units
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PERFORMANCE INDICATORS – CYPRESS & FULLERTON

- Completion of all degrees, certificates or transfer
 - Completion of a college level course from Basic Skills math, English and ESL
 - Career Technical Education degree, certificate or transfer
 - Skills builder – median earnings change (New)
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SCORECARD – 2016 DATA

Parameter	Cypress	Fullerton	System wide
Persistence in three consecutive terms	81.3%	82.3%	73.4%
Percentage earned at least 30 Units	73.9%	72.6%	67.6%
Completion – degree, certificate, transfer	50.6%	50.7%	47.1%
Basic Skills math completion	38.6%	38.3%	32.7%
Basic Skills English completion	67.5%	51.2%	45.4%
Basic Skills ESL completion	63.2%	52.9%	28.6%
CTE award completion	56.8%	59.5%	51.4%
Skills builder – median wage increase	+18.8%	+18.9%	+13.4%

SCORECARD – CYPRESS COLLEGE

Parameter	Trend (compared to performance of last year)		Compared to System wide Data (Percentage +/-)	
Persistence in three consecutive terms n=2472	(0.7%)	→	10.7%	↑
Percentage earned at least 30 Units n=2472	2.5%	↑	9.3%	↑
Completion – degree, certificate, transfer n= 2472	(0.1%)	→	7.4%	↑
Basic Skills math completion n=2196	6.1%	↑	18%	↑
Basic Skills English completion n=1303	1.0%	→	48.7%	↑
Basic Skills ESL completion n= 155	12.1%	↑	221%	↑
CTE award completion n=1599	(1.8%)	↓	10.5%	↑
Skills builder – median wage increase n=632	-	-	40.3%	↑

Difference of <=1% considered as “no change” & denoted by →

PERSISTENCE – CYPRESS COLLEGE AND THE ACHIEVEMENT GAP

Persistence rate

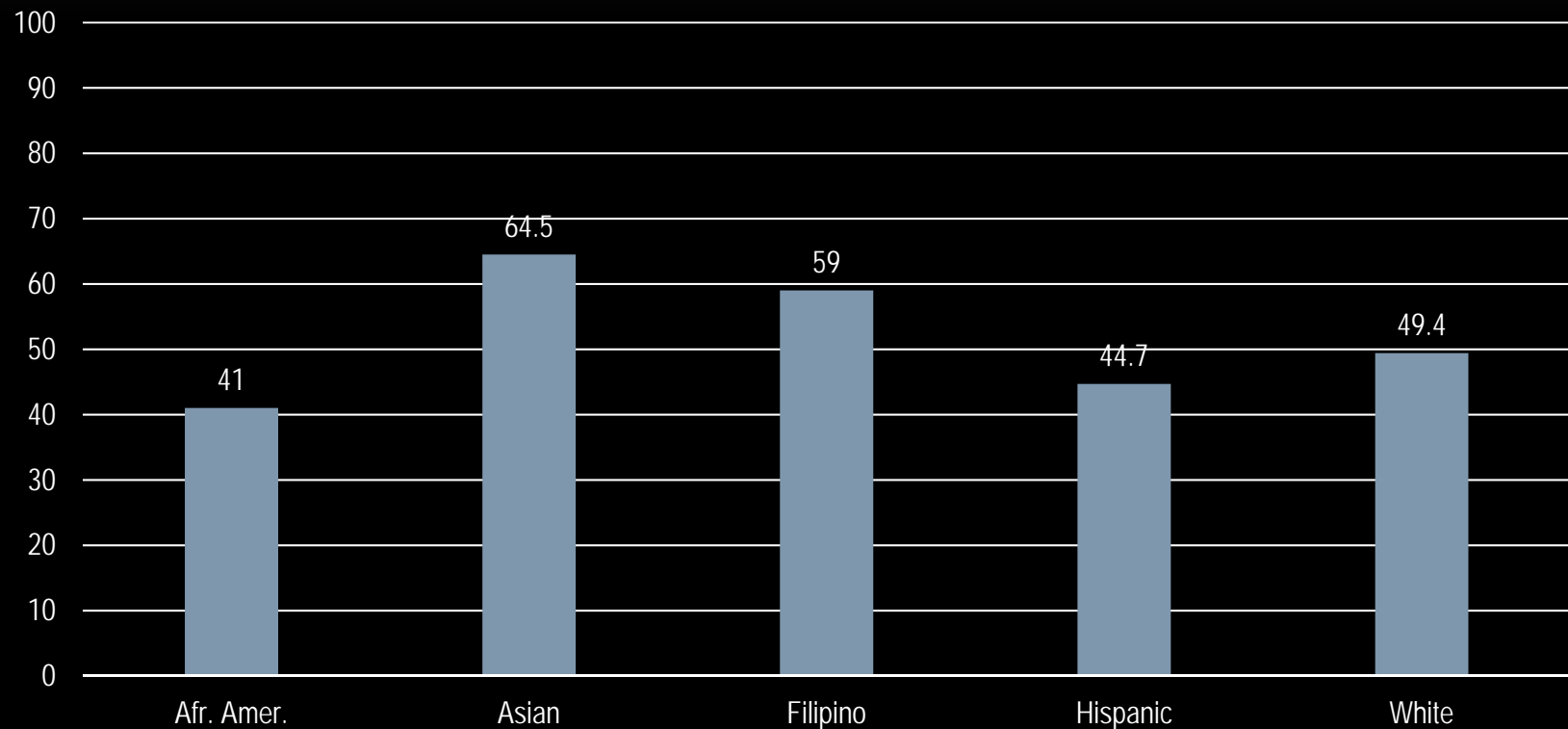


Cohort Size by Race/Ethnicity

African American	Asian	Filipino	Hispanic	White
117	391	183	935	638

COMPLETION – CYPRESS COLLEGE AND THE ACHIEVEMENT GAP

Completion rate



Cohort Size by Race/Ethnicity

African American	Asian	Filipino	Hispanic	White
117	391	183	935	638

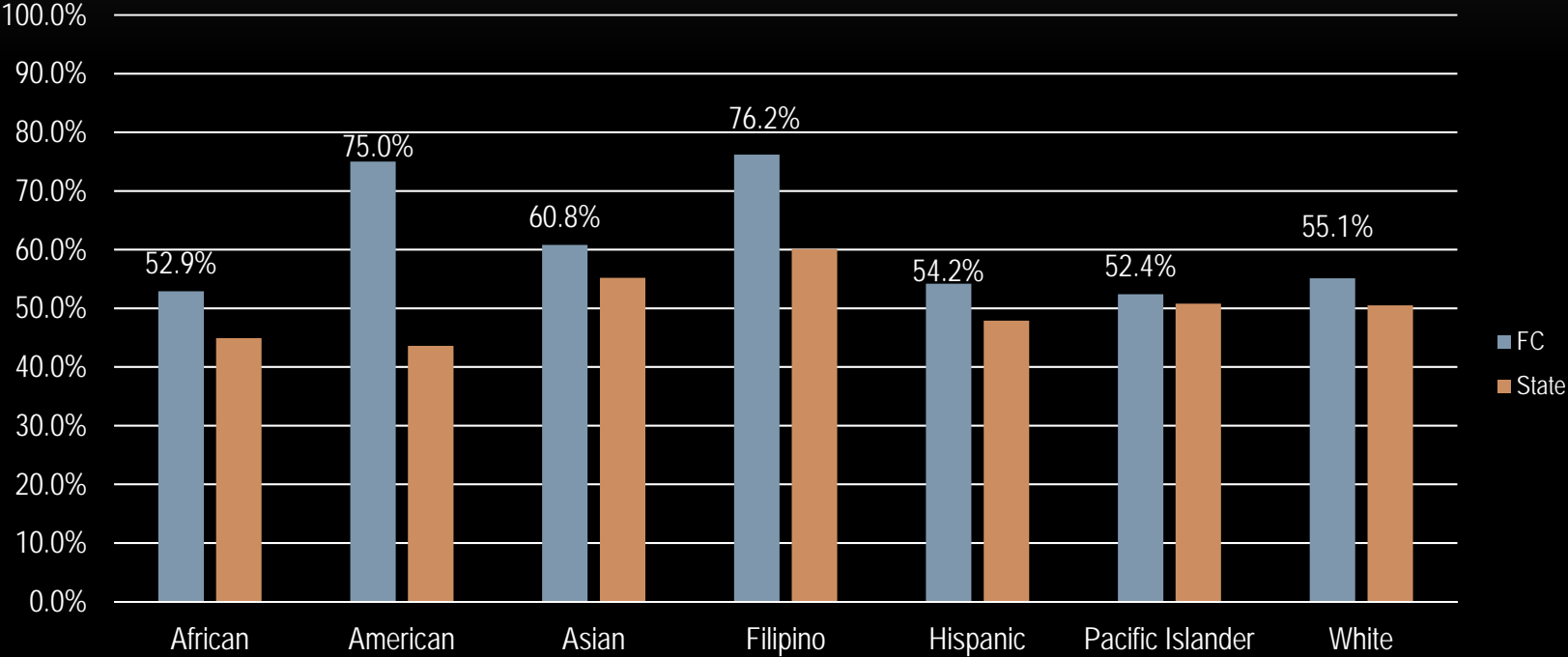
SCORECARD – FULLERTON COLLEGE

Parameter	Trend (compared to performance of last year)		Compared to System wide Data (Percentage +/-)	
Persistence in three consecutive terms n=3677	1.9%	↑	12.1%	↑
Percentage earned at least 30 Units n=3677	2.5%	↑	7.4%	↑
Completion – degree, certificate, transfer n=3677	1.2%	↑	7.6%	↑
Basic Skills math completion n=2459	4.4%	↑	17.1%	↑
Basic Skills English completion n=2699	3.3%	↑	12.8%	↑
Basic Skills ESL completion n=259	3.3%	↑	185%	↑
CTE award completion n=1965	3.3%	↑	15.8%	↑
Skills builder – median wage increase n=510	-	→	41%	↑

Difference of <1% considered as “no change” & denoted by →

CTE COMPLETION – FULLERTON COLLEGE

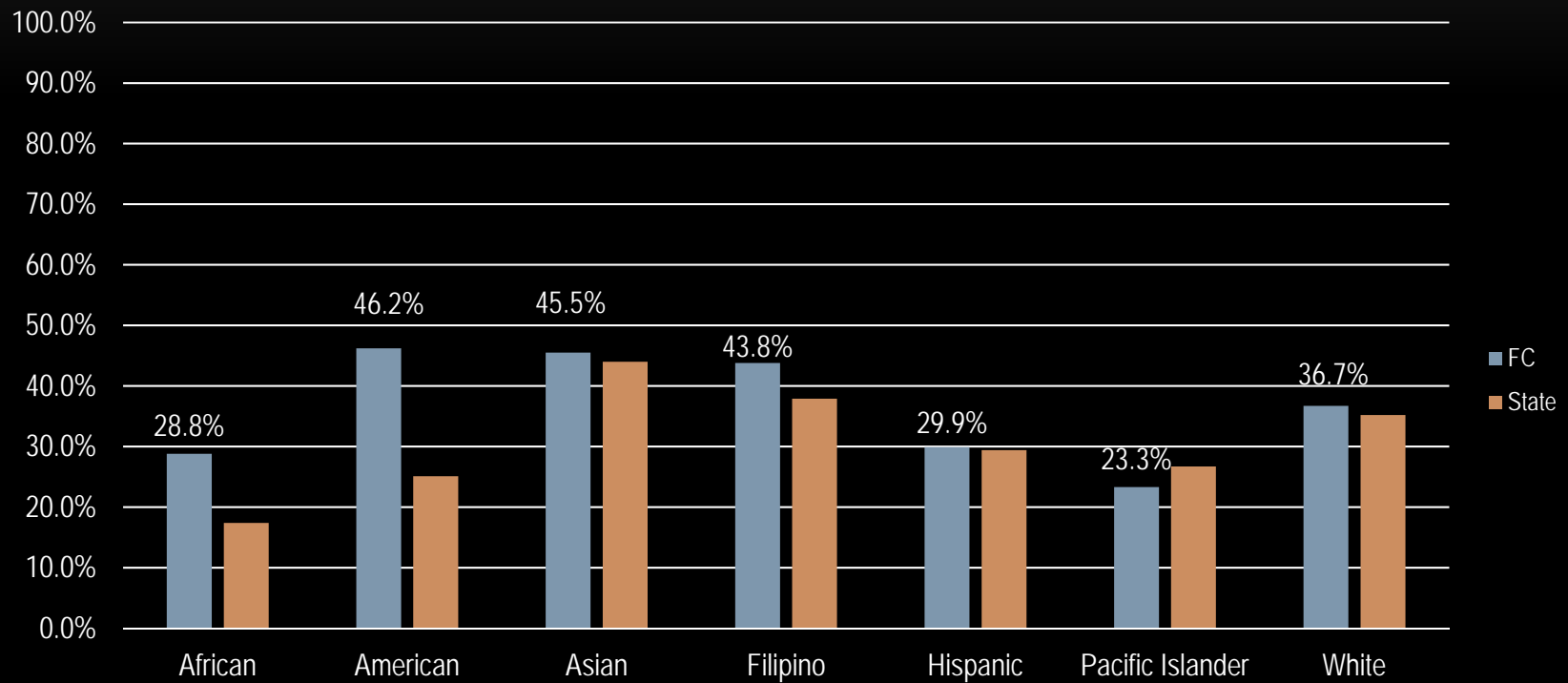
CTE Completion by Race/Ethnicity



Cohort Size by Race/Ethnicity						
African American	American Indian/Alaska Native	Asian	Filipino	Hispanic	Pacific Islander	White
85	12	265	63	566	21	655

BASIC SKILLS MATH – FULLERTON COLLEGE

Remedial Math Completion by Race/Ethnicity



Cohort Size by Race/Ethnicity						
African American	American Indian/Alaska Native	Asian	Filipino	Hispanic	Pacific Islander	White
153	26	167	73	1,484	30	946

PERFORMANCE INDICATORS – SCHOOL OF CONTINUING EDUCATION

- CDCP Progress and Achievement Rate

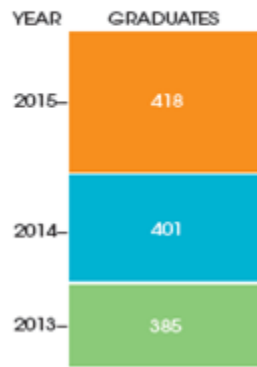
*Rates include the percentage of students who attempt two or more CDCP courses, with a minimum of 4 attendance hours in each of those courses, within three years. The outcomes within six years of entry include:

- CDCP Certificate (s)
 - Earned AA/AS or Certificates (Chancellor's Office Approved)
 - Transfer to four-year institution (students shown to have enrolled at any four-year institution of higher education after enrolling at a CCC)
 - Achieved "Transfer Prepared" (student successfully completed 60 UC/CSU transferable units with a GPA ≥ 2.0)
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SCORECARD - SCHOOL OF CONTINUING EDUCATION

Career Development and College Preparation (CDCP) Success

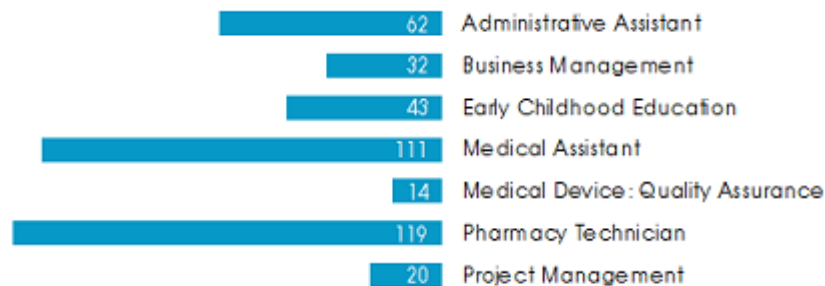
Career Development and College Preparation Certificate Completions Annual Historical Total: 2013-2015



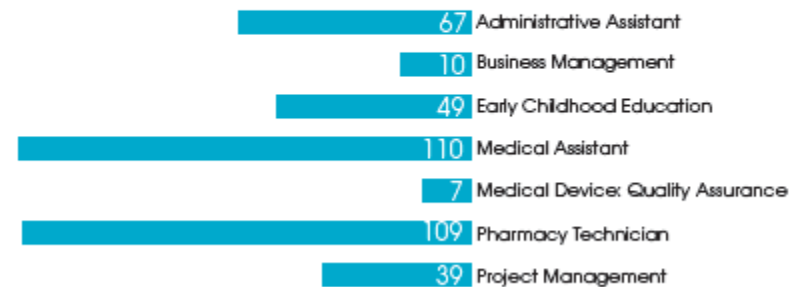
High School Diploma Graduates: 2013-2015



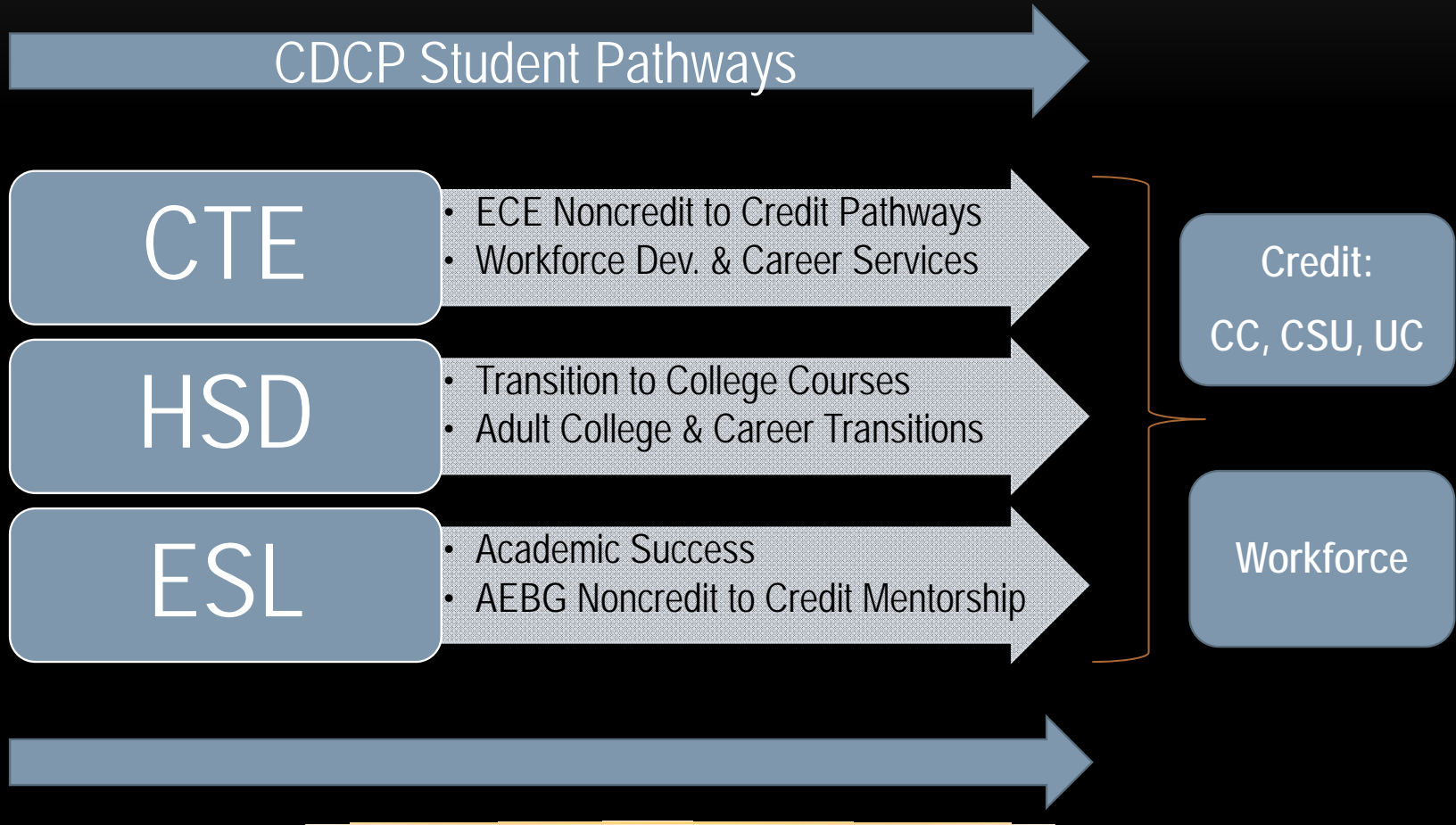
2013/14 Career Technical Education Certificate Completions



2014/15 Career Technical Education Certificate Completions



SCORECARD - SCHOOL OF CONTINUING EDUCATION



FINDINGS

- Both Cypress and Fullerton College outperform the system in all seven tracked categories
 - By a large margin in remedial ESL completion ~200%
 - At Cypress College, in both Basic Skills English and Math completion, Native American and Pacific Islander students achievement is significantly lower than white students whereas Asian and Filipino student achievement is significantly higher
 - At Fullerton College, in Basic Skills Math, African American, Latino and Pacific Islander students achievement is significantly lower than white students; in Basic Skills English, African American and Latino students achievement is significantly lower than white students.
 - At both colleges, there is almost no achievement gap in CTE
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IMPLICATIONS

1. Kudos to the Colleges for outperforming the system in all seven categories; however, the number of completers for both Colleges is still lower than the top performing community colleges in the State and in the Nation
 2. The achievement gap issue in Basic Skills Math is persistent especially for African American, Latino and most acutely for Pacific Islander students. More work is needed by both Colleges to address this issue
 3. Student Success Scorecard does not tell the whole story -more data and research is needed at the local level to supplement the information contained in the Student Success Scorecard
 4. Care should be used in interpreting the data as some cohorts, specifically Native American and Pacific Islander students, are a very small percentage of overall enrollment
 5. SCE will continue to work with the state Chancellor's office to fine tune the cohort criteria that impact our numbers.
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