



# Student Success Scorecard 2018 & Fact Book overview

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**Presented to the Cerritos College Board of Trustees**

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# INSTITUTIONAL EFFECTIVENESS, RESEARCH, & PLANNING

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# INSTITUTIONAL EFFECTIVENESS, RESEARCH, AND PLANNING FACT BOOK

## STUDENT DEMOGRAPHICS

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- [Student Demographics: Zip Codes Served](#)
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## DEPARTMENT/DIVISION DATA

- [Weekly Student Contact Hours \(WSCH/FTEF\)](#)
- [Full time equivalent student \(FTES\)](#)
- [Average Class Size](#)
- [Faculty Demographics \(Full time\)](#)

## OUTCOMES DATA

- [Transfer to 4 year institutions](#)
- [Degrees and Certificates](#)

All files are available in additional formats upon request. Please email the Dean for assistance.



## STUDENT SUCCESS SCORECARD



Outcomes of students who began at Cerritos in **2011-12**

- ✓ Tracked this cohort for 6 years
- ✓ 6 yrs is based on National Completion Metrics (150%)

Outcomes Measures Reported:

- ✓ Completion
- ✓ Persistence
- ✓ 30 Units
- ✓ Remedial Education Progression
- ✓ Career Technical Education
- ✓ Career Development and College Preparation (Non-credit)
- ✓ Skill Builders
- ✓ Transfer Level Achievement (this was a new measure last year)

CURRENT PROFILE

Math & English/ESL Metrics		Completion Metrics			CTE Metrics	
Remedial/ESL	Transfer Level Achievement	Persistence	30 Units	Degree/Transfer	CTE	Skills Builder
					Skills Builder	CDCP

## College Profile

[Click here to view current year report](#)

The student population and course sections offered described in the tables are based on the 2016-17 academic year. Students represented differ from those included for calculation of Scorecard metrics, which are based on first-time students enrolled in 2011-12.

### STUDENT INFORMATION (view historical trend)


Students			31,118
<b>Gender</b>	<b>Ethnicity/Race</b>		
Female	52.2%	African American	2.0%
Male	46.0%	American Indian/Alaska Native	5.7%
Unknown	1.8%	Asian	7.9%
<b>Age</b>	<b>Filipino</b>		1.2%
Less than 20 years old	22.5%	Hispanic	68.9%
20 to 24 years old	34.3%	Pacific Islander	0.5%
25 to 39 years old	29.8%	White	4.9%
40 or more years old	13.4%	Two or more Races	0.9%
Unknown	0.1%	Unknown	7.9%

### INSTITUTIONAL INFORMATION

Full Time Equivalent Students	16,723.4
Credit Sections	6,912
Non-Credit Sections	823
Median Credit Section Size	25
Percentage of Full-Time Faculty	63.4%
Percentage of First-Generation Students	54.6%
Student Counseling Ratio (FALL 2016)	304:1

\* Insufficient data

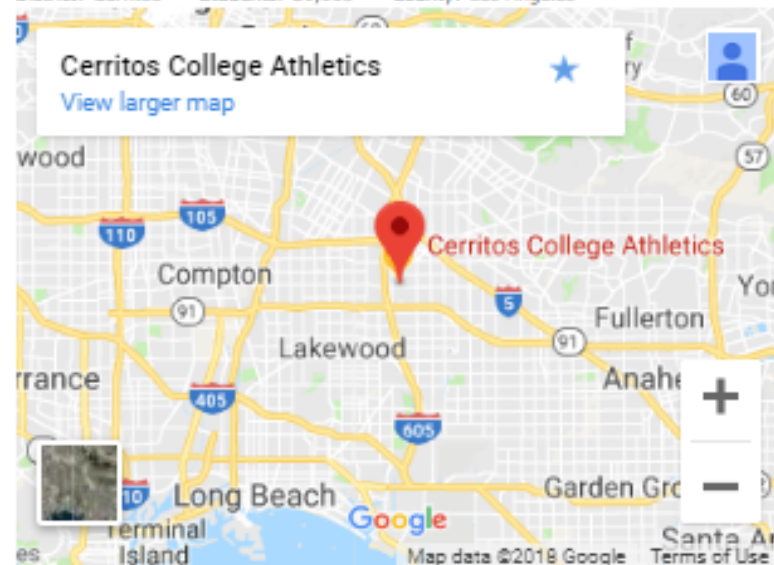
\*\* No data

 Mouse over to display the pie chart

### About the college

Cerritos College, founded in 1955, covers a 52-square-mile area of southeastern Los Angeles County in Norwalk. In 2007, the college launched a capital campaign to build the Southland/Cerritos Center for Transportation Technologies, a world-class automotive training center. As one of California's 10 advanced transportation centers, the college plans on establishing a new alternative fuels demonstration lab in response to the increased number of alternative vehicle fuel sales in the state. Cerritos College, named after Rancho Los Cerritos, a ranch that served prominently in the region in the 19th century, is a two-year institution offering associate degrees and various certificates or transfer credits, which can generally be applied toward the University of California and California State University systems.

District: Cerritos    Students: 31,118    County: Los Angeles





# COMPLETION (DEGREE/TRANSFER)

SPAR: Student Progress and Attainment Rate

Def.

The percentage of first-time students with minimum of 6 units earned who attempted any Math or English in the first 3 years and achieved any of the following outcomes within 6 years of entry:

- ✓ Earned AA/AS or credit certificate  
(Chancellor's office approved)
- ✓ Transfer to a 4-year institution
- ✓ "Transfer prepared" (60 UC/CSU transferable units with gpa  $\geq 2.0$ )

SES = Socioeconomic Status

Definition: An individual's or group's position within a hierarchical social structure... depends on combination of variables including occupation, education, income, wealth, and place of residence (Dictionary.com)



CURRENT PROFILE

Math & English/ESL Metrics  
 Remedial/ESL | Transfer Level Achievement

Completion Metrics  
 Persistence | 30 Units | Degree/Transfer

CTE Metrics  
 CTE | Skills Builder | CDCP

[View Rates](#)

[Metric Profile](#)

## Completion

[Click here to view trend data](#)

Percentage of degree, certificate and/or transfer-seeking students starting first time in 2011-12 tracked for six years through 2016-17 who completed a degree, certificate or transfer-related outcomes.

COLLEGE PREPARED		UNPREPARED FOR COLLEGE		OVERALL	
70.9%		37.4%		41.0%	
N=320		N=2,666		N=2,986	
Gender	%	Gender	%	Gender	%
FEMALE	74.5	FEMALE	38.6	FEMALE	41.7
MALE	67.6	MALE	36.0	MALE	40.1
Age	%	Age	%	Age	%
UNDER 20	73.7	UNDER 20	38.8	UNDER 20	42.7
20-24	56.0	20-24	25.7	20-24	28.4
25-39	40.0	25-39	39.5	25-39	39.5
40 OR OVER	50.0 *	40 OR OVER	30.6	40 OR OVER	32.1
Ethnicity/Race	%	Ethnicity/Race	%	Ethnicity/Race	%
AFRICAN AMERICAN	70.6	AFRICAN AMERICAN	32.5	AFRICAN AMERICAN	35.5
AMERICAN INDIAN/ ALASKA NATIVE	N/A	AMERICAN INDIAN/ ALASKA NATIVE	60.0 *	AMERICAN INDIAN/ ALASKA NATIVE	60.0 *
ASIAN	84.8	ASIAN	53.6	ASIAN	60.1
FILIPINO	87.5	FILIPINO	49.5	FILIPINO	55.1
HISPANIC	69.1	HISPANIC	35.0	HISPANIC	38.0
PACIFIC ISLANDER	100.0 *	PACIFIC ISLANDER	18.2	PACIFIC ISLANDER	21.7
WHITE	60.9	WHITE	49.2	WHITE	51.5

0%: Cohort with no students attaining an outcome

N/A: Cohort has no students

\*: Cohort fewer than 10 students

Percentage of Unprepared Students: 89%

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



# COMPLETION (OVERALL) COMPARISON WITH OUR "PEERS"

## Peer Grouping

- Rio Hondo 39%
- Chaffey 43%
- Fresno City 41.4%
- Riverside 42.8%
- Modesto 42.9%
- **CERRITOS COLLEGE: 41%**

## Neighboring Colleges:

- Long Beach City College 39.5%
- East LA College 41.2%



# PERSISTENCE

Def.

The percentage of first time students with a minimum of 6 units earned who attempted any Math or English in the first 3 years and achieved the following measure of progress or momentum point:

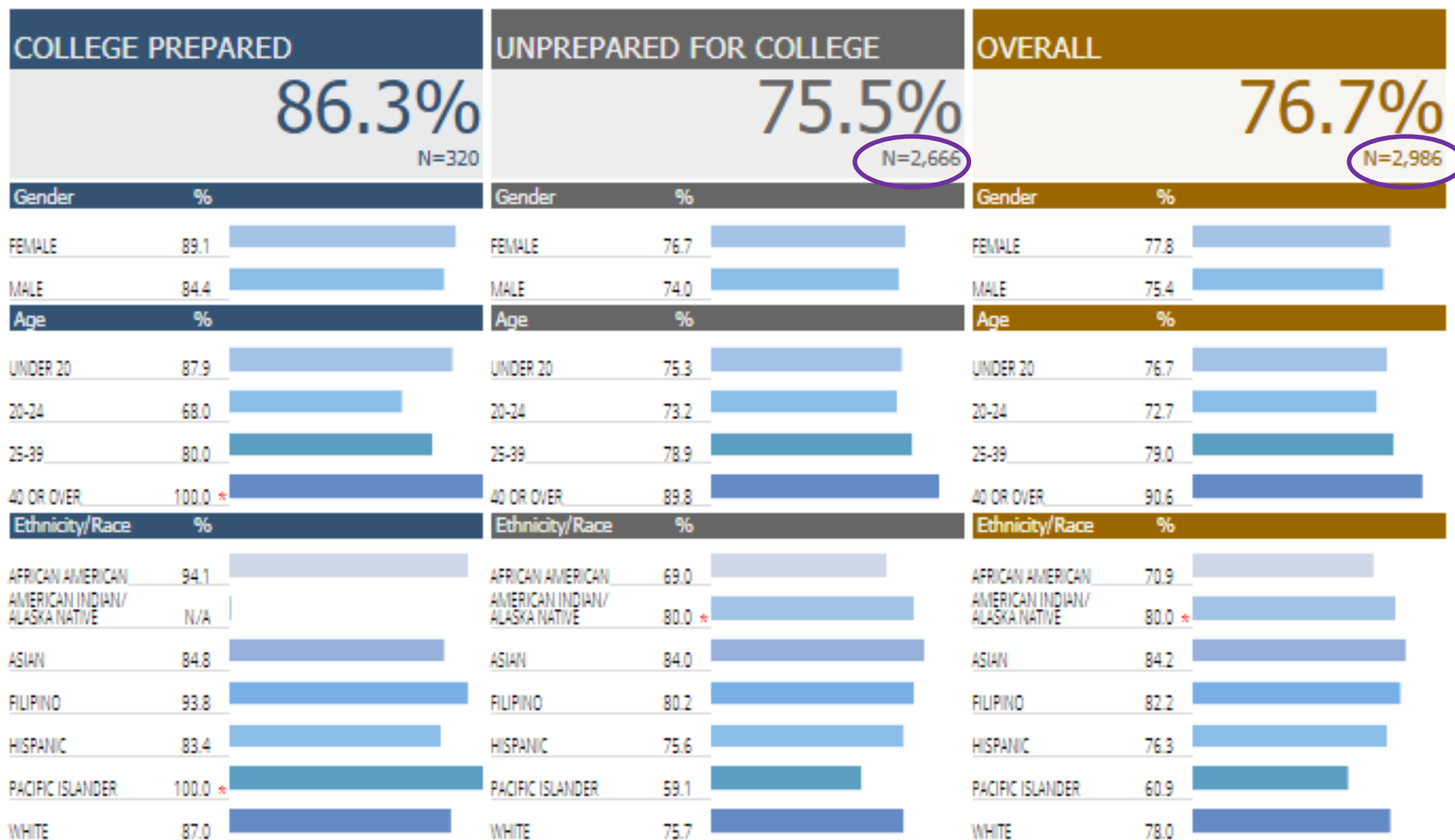
- ✓ Enroll in the first 3 consecutive primary semester terms (or four quarter terms) anywhere in the CCC system



# Persistence

[Click here to view trend data](#)

Percentage of degree, certificate and/or transfer-seeking students starting first time in 2011-12 tracked for six years through 2016-17 who enrolled in the first three consecutive terms.



0%: Cohort with no students attaining an outcome

N/A: Cohort has no students

\*: Cohort fewer than 10 students

Percentage of Unprepared Students: 89%

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



## 30 UNITS

Def.

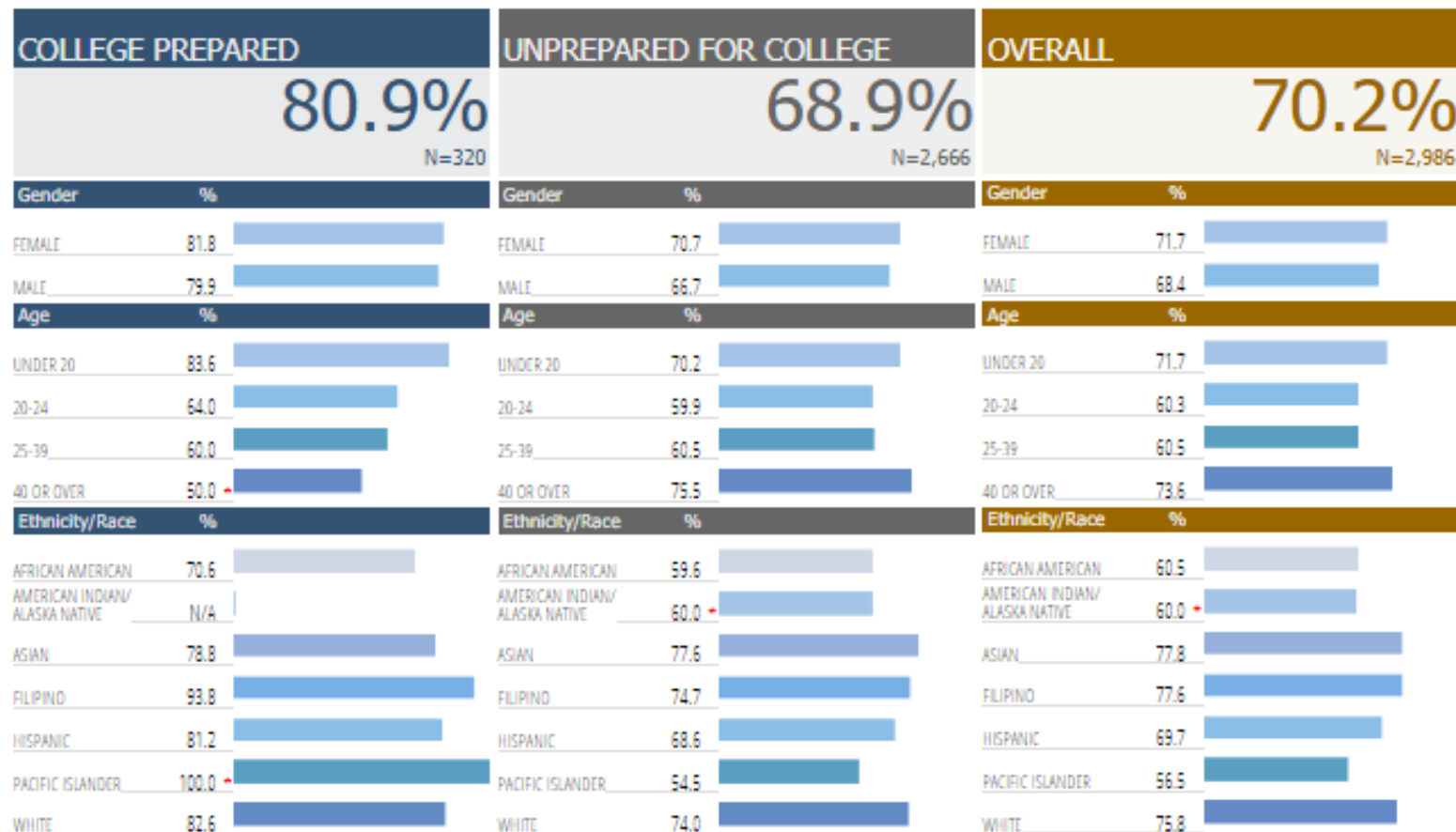
The percentage of first time students with a minimum of 6 units earned who attempted any Math or English in the first 3 years and achieved the following measure of progress (or milestone) within 6 years of entry:

- ✓ Earned at least 30 units in the CCC system

**CURRENT PROFILE**
**Math & English/ESL Metrics**
[Remedial/ESL](#)
[Transfer Level Achievement](#)
**Completion Metrics**
[Persistence](#)
[30 Units](#)
[Degree/Transfer](#)
**CTE Metrics**
[CTE](#)
[Skills Builder](#)
[CDCP](#)
[View Rates](#)
[Metric Profile](#)
[Click here to view trend data](#)

## 30 Units

Percentage of degree, certificate and/or transfer-seeking students starting first time in 2011-12 tracked for six years through 2016-17 who achieved at least 30 units.



0%: Cohort with no students attaining an outcome

N/A: Cohort has no students

\*: Cohort fewer than 10 students

Percentage of Unprepared Students: 89%

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



# REMEDIAL

Def.

The percentage of credit students who attempted a course designated “at levels below transfer” in:

- MATH and successfully completed a college level course in Math within 6 years
- ENGLISH and successfully completed a college level course in English within 6 years
- ESL and successfully completed a college level ESL course or a college level English course within 6 years

**CURRENT PROFILE**

Math &amp; English/ESL Metrics

Completion Metrics

CTE Metrics

**Remedial/ESL**

Transfer Level Achievement

Persistence

30 Units

Degree/Transfer

CTE

Skills Builder

CDCP

[View Rates](#)
[Metric Profile](#)

## Remedial/ESL

[Click here to view trend data](#)

Percentage of credit students tracked for six years through 2016-17 who first enrolled in a course below transfer level in English, mathematics, and/or ESL during 2011-12 and completed a college-level course in the same discipline.

REMEDIAL MATH		REMEDIAL ENGLISH		ENGLISH AS A SECOND LANGUAGE (ESL)	
32.5%		51.5%		44.1%	
N=2,532		N=3,412		N=188	
Gender	%	Gender	%	Gender	%
FEMALE	34.7	FEMALE	55.1	FEMALE	44.9
MALE	29.5	MALE	47.3	MALE	41.5
Age	%	Age	%	Age	%
UNDER 20	35.4	UNDER 20	55.5	UNDER 20	44.8
20-24	28.5	20-24	42.6	20-24	65.7
25-39	29.3	25-39	45.5	25-39	46.3
40 OR OVER	25.3	40 OR OVER	46.9	40 OR OVER	28.1
Ethnicity/Race	%	Ethnicity/Race	%	Ethnicity/Race	%
AFRICAN AMERICAN	24.0	AFRICAN AMERICAN	43.8	AFRICAN AMERICAN	0.0
AMERICAN INDIAN/ ALASKA NATIVE	33.3	AMERICAN INDIAN/ ALASKA NATIVE	0.0	AMERICAN INDIAN/ ALASKA NATIVE	N/A
ASIAN	42.6	ASIAN	69.6	ASIAN	53.2
FILIPINO	58.9	FILIPINO	67.9	FILIPINO	50.0
HISPANIC	32.6	HISPANIC	50.6	HISPANIC	39.8
PACIFIC ISLANDER	7.1	PACIFIC ISLANDER	32.3	PACIFIC ISLANDER	N/A
WHITE	31.3	WHITE	52.6	WHITE	47.4

0%: Cohort with no students attaining an outcome

N/A: Cohort has no students

\*: Cohort fewer than 10 students

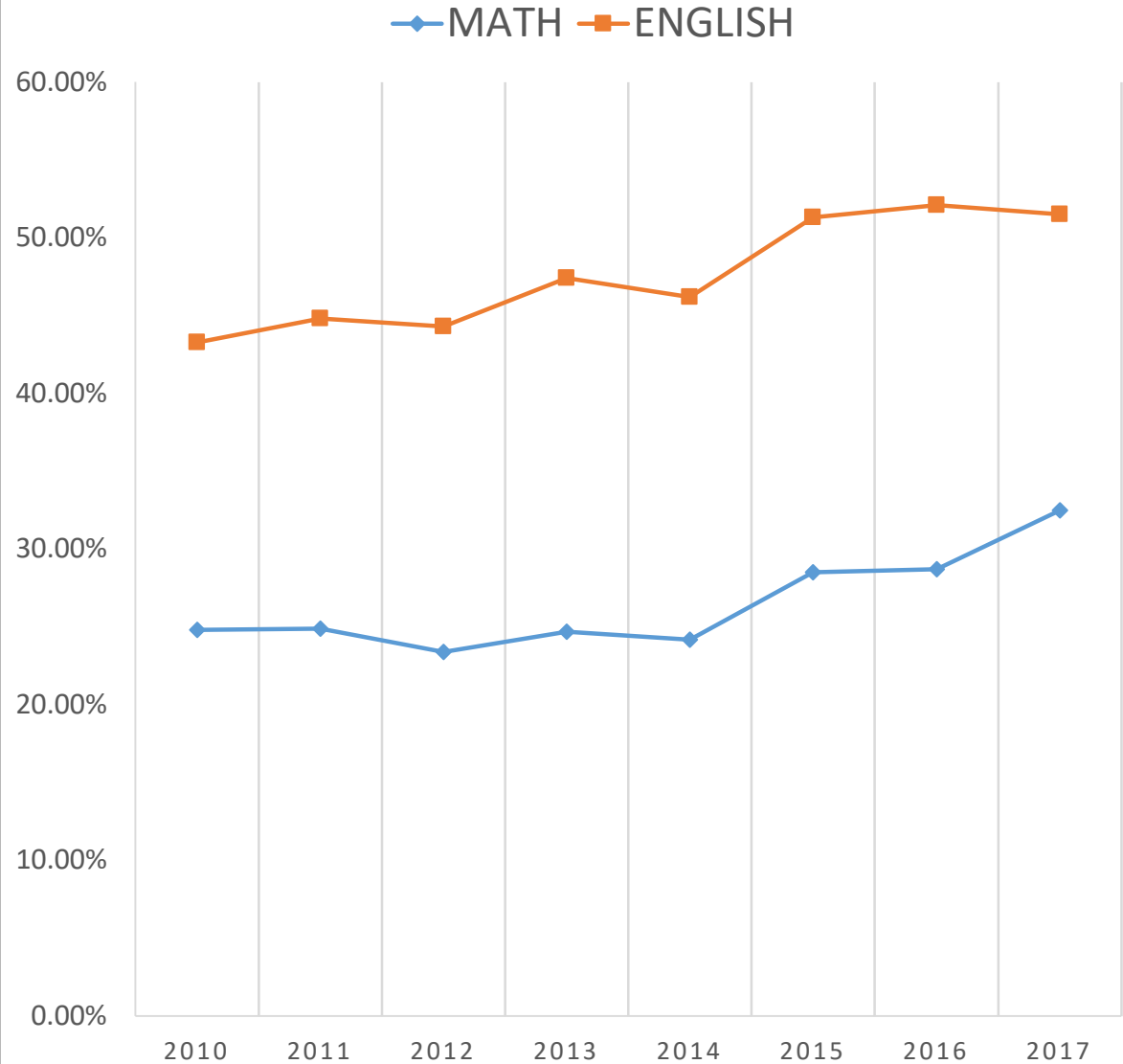
# Scorecard Trend Lines Regarding Remedial to College Level Completion

## ENGLISH

- 2017: 51.5% (n=3,412)
- 2016: 52.1% (n=3,278)
- 2015: 51.3% (n=3,636)
- 2014: 46.2% (n=3,985)
- 2013: 47.4% (n=3,626)
- 2012: 44.3% (n=3,480)
- 2011: 44.8% (n=3,540)
- 2010: 43.3% (n=3,055)

## MATH

- 2017: 32.5% (n=2,532)
- 2016: 28.7% (n=2,583)
- 2015: 28.5% (n=3,097)
- 2014: 24.2% (n=3,437)
- 2013: 24.7% (n=3,290)
- 2012: 23.4% (n=3,206)
- 2011: 24.9% (n=2,891)
- 2010: 24.8% (n=2,824)







## TRANSFER LEVEL ACHIEVEMENT

Def.

The percentage of first-time students in **2014-15** who completed 6 units and attempted any Math or English in their first year; who then completed a transfer-level course in Math or English in their second year:

- ✓ Note the cohort change (above dates) to the time period of 2014-15
- ✓ This scorecard is reporting on the 2010-11 cohort

## Transfer Level Achievement

[Click here to view trend data](#)

The percent of first-time students in 2015-16 who complete 6 units and attempt any Math or English in their first year who complete a transfer-level course in Math or English in their first or second year.



Gender	%	%
--------	---	---

FEMALE	5.4	11.0
--------	-----	------

MALE	7.9	15.7
------	-----	------

Age	%	%
-----	---	---

UNDER 20	7.3	14.4
----------	-----	------

20-24	2.6	5.9
-------	-----	-----

25-39	1.7	9.5
-------	-----	-----

40 OR OVER	0.0	4.8
------------	-----	-----

Ethnicity/Race	%	%
----------------	---	---

AFRICAN AMERICAN	11.8	35.3
------------------	------	------

AMERICAN INDIAN/ ALASKA NATIVE	5.4	12.0
-----------------------------------	-----	------

ASIAN	14.2	27.3
-------	------	------

FILIPINO	28.6	57.1
----------	------	------

HISPANIC	5.5	11.3
----------	-----	------

PACIFIC ISLANDER	5.6	22.2
------------------	-----	------

WHITE	12.5	12.5
-------	------	------

0%: Cohort with no students attaining an outcome

N/A: Cohort has no students

\*: Cohort fewer than 10 students



Gender	%	%
--------	---	---

FEMALE	34.1	58.2
--------	------	------

MALE	32.2	50.5
------	------	------

Age	%	%
-----	---	---

UNDER 20	33.7	55.2
----------	------	------

20-24	28.4	45.8
-------	------	------

25-39	30.2	58.6
-------	------	------

40 OR OVER	33.3	61.9
------------	------	------

Ethnicity/Race	%	%
----------------	---	---

AFRICAN AMERICAN	32.4	55.9
------------------	------	------

AMERICAN INDIAN/ ALASKA NATIVE	30.5	51.5
-----------------------------------	------	------

ASIAN	39.3	68.3
-------	------	------

FILIPINO	28.6	42.9
----------	------	------

HISPANIC	32.5	53.9
----------	------	------

PACIFIC ISLANDER	22.2	27.8
------------------	------	------

WHITE	50.0	75.0
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## CTE

Def.

The percentage of students who attempted a CTE course for the first time and completed more than 8 units in 3 subsequent years in a single discipline (2 digit vocational TOP code where at least one of the courses is occupational SAM B or C) and who achieved any of the following outcomes within 6 years of entry:

- ✓ Earned any AA/AS or credit Certificate (Chancellor's Office approved)
- ✓ Transfer to 4 year institution
- ✓ Achieved "Transfer Prepared" (successfully completed 60 UC/CSU transferable units with a gpa  $\geq$  2.0)

CURRENT PROFILE

Math & English/ESL Metrics

Completion Metrics

CTE Metrics

Remedial/ESL

Transfer Level Achievement

Persistence

30 Units

Degree/Transfer

CTE

Skills Builder

CDCP

[View Rates](#)

[Metric Profile](#)

## Career Technical Education

[Click here to view trend data](#)

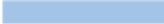

Percentage of students completing more than eight units in courses classified as career technical education (or apprenticeship) in a single discipline for the first time in 2011-12 tracked for six years through 2016-17 who completed a degree, certificate, apprenticeship or transfer-related outcomes.

### OVERALL

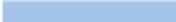



54.8%

N=2,287

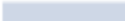






#### Gender %

FEMALE	59.9	
MALE	49.5	

#### Age %

UNDER 20	63.5	
20-24	57.9	
25-39	47.4	
40 OR OVER	40.3	

#### Ethnicity/Race %

AFRICAN AMERICAN	46.4	
AMERICAN INDIAN/ ALASKA NATIVE	44.4 *	
ASIAN	62.9	
FILIPINO	61.8	
HISPANIC	54.4	
PACIFIC ISLANDER	75.0 *	
WHITE	50.9	

0%: Cohort with no students attaining an outcome

N/A: Cohort has no students

\*: Cohort fewer than 10 students



# Skill Builders

Def.

The median inflation adjusted wages before and after the year of enrollment for students who completed a S.A.M. A, B, or C course of at least (.5 units) and passed all CTE coursework in a given academic year.

- ✓ Students no longer enrolled anywhere in the system the following academic year; and
- ✓ Did not earn an award or transfer to a 4 year college the year of enrollment of the following year.
- ✓ Reported by disciplines with the highest enrollments, and median earnings changes

## Skills Builder

[Click here to view trend data](#)

The median percentage change in wages for students who completed higher level CTE coursework in 2014-2015 and left the system without receiving any type of traditional outcome such as transfer to a four year college or completion of a degree or certificate.

### Median Earnings Change

**+31.0%**

N=1,351

Disciplines with the highest enrollment	Median % Change	Total N
Business Management	14.2%	356
Accounting	31.0%	130
Child Development/Early Care and Education	53.7%	112
Automotive Technology	85.0%	97
Administration of Justice	121.9%	65
Marketing and Distribution	11.1%	62
Plastics and Composites	23.8%	54
Health Occupations, General	60.9%	52
Paralegal	41.0%	50
Business Administration	40.9%	44

\*: Cohort fewer than 10 students





## CDCP (non-credit)

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

## Career Development and College Preparation (Non-credit)

[Click here to view trend data](#)

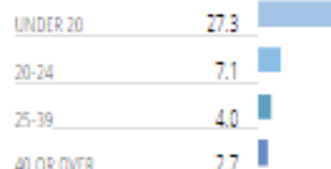
Percentage of students tracked for six years through 2016-17, who started first time in 2011-12 in a Career Development and College Preparation course and completed a degree, certificate or transfer-related outcomes.



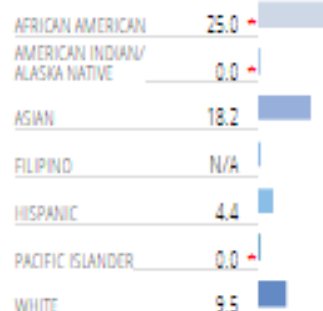
**Gender** %



**Age** %



**Ethnicity/Race** %



0%: Cohort with no students attaining an outcome

N/A: Cohort has no students

\*: Cohort fewer than 10 students



Looking ahead to next year:

- ✓ FAREWELL SCORECARD
- ✓ HELLO NEW METRICS!
  - In development by CCCCO
  - Includes some of the same metrics
  - Adds a lot of new, particularly in the area of non-credit to credit transition

# Question & Answer

