“All I was doing was trying to get home from work.”
– Rosa Parks
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time Equivalent Students</td>
<td>10,092</td>
</tr>
<tr>
<td>Credit Sections</td>
<td>3,378</td>
</tr>
<tr>
<td>Non-Credit Sections</td>
<td>52</td>
</tr>
<tr>
<td>Median Credit Section Size</td>
<td>26</td>
</tr>
<tr>
<td>Percent of Full-Time Faculty</td>
<td>62.2%</td>
</tr>
<tr>
<td>Percent of First Generation Students</td>
<td>31.0%</td>
</tr>
<tr>
<td>Student Counseling Ratio</td>
<td>647:1</td>
</tr>
</tbody>
</table>
Scorecard Cohort Definitions
(changes in bold)

- First time student earning at least 6 units with an English or math attempt in first 3 years
  - Completion (degree or certificate, transfer prepared, transfer)
  - Persistence (3 consecutive primary terms of credit enrollment)
  - 30+ Units (credit)

- First enrollment in remedial level of subject
  - Basic English (English 255) or Elements of Writing (English 100) students completing College Composition (English 1A)
  - Essential Mathematics (Math 254) or Elementary Algebra (Math 154) students completing Intermediate Algebra (Math 152) or higher
  - ESL 200 level students completing 1A

- First time student earning 8+ Career Technical Education (CTE) units
  - CTE student with Completion (see above) or apprenticeship completion

- Two enrollments in Career Development and College Preparation (CDCP)
  - CDCP students with Completion (see above)
Caveats

• Rates are recalculated each year with updated data and definitions so prior year reports should be disregarded

• Metrics do not include all pathways
  – Changes in students enrolling directly into transfer level not in remedial rates
  – Does not capture “skills builder” students taking one or two courses for employment
<table>
<thead>
<tr>
<th>Scorecard Metric</th>
<th>08-09 Value</th>
<th>5 Year Trend</th>
<th>Average Change</th>
<th>Change Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion</td>
<td>45%</td>
<td></td>
<td>-0.4%</td>
<td></td>
</tr>
<tr>
<td>Persistence</td>
<td>67%</td>
<td></td>
<td>0.6%</td>
<td></td>
</tr>
<tr>
<td>30+ Units</td>
<td>66%</td>
<td></td>
<td>1.5%</td>
<td>↑</td>
</tr>
<tr>
<td>Remedial English</td>
<td>45%</td>
<td></td>
<td>0.7%</td>
<td></td>
</tr>
<tr>
<td>Remedial Math</td>
<td>35%</td>
<td></td>
<td>1.0%</td>
<td>↑</td>
</tr>
<tr>
<td>Remedial ESL</td>
<td>10%</td>
<td></td>
<td>0.8%</td>
<td></td>
</tr>
<tr>
<td>CTE</td>
<td>45%</td>
<td></td>
<td>0.0%</td>
<td></td>
</tr>
</tbody>
</table>

**Legend**

- **↑** Average Change greater than or equal to +1%
- **平均** Average Change greater than -1% and less than +1%
- **↓** Average Change less than or equal to -1%
Remedial ESL Completion Metric

Percent Completing English 1A within 6 years

Cohort Start Year

2000-2001: 28%
2001-2002: 24%
2002-2003: 22%
2003-2004: 10%
2004-2005: 8%
2005-2006: 9%
2006-2007: 8%
2007-2008: 13%
2008-2009: 10%
<table>
<thead>
<tr>
<th></th>
<th>Overall</th>
<th>Prepared</th>
<th>Remedial</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cabrillo Value</td>
<td>45%</td>
<td>70%</td>
<td>35%</td>
</tr>
<tr>
<td>Cabrillo Peer Group Rank</td>
<td>17 of 28</td>
<td>7 of 28</td>
<td>23 of 28</td>
</tr>
<tr>
<td>Peer Group Value (Unweighted Mean)</td>
<td>46%</td>
<td>67%</td>
<td>38%</td>
</tr>
<tr>
<td>State Value</td>
<td>47%</td>
<td>70%</td>
<td>39%</td>
</tr>
</tbody>
</table>
Completion metric for cohort starting in 2008-2009 by demographics

- Female
- Male
- Asian
- White
- African American
- Filipino
- Hispanic
- American Indian/Alaska Native
- Pacific Islander
- < 20 years old
- 20 to 24 years old
- 25 to 39 years old
- 40+ years old

= disproportionate impact by 80% rule

Cabrillo College
Breakthroughs happen here.
Completion metric for cohort starting in 2008-2009 by preparation status and selected ethnicities

(size indicates number of students in cohort)

- Hispanic Prepared: 65%
- White: 71%
- Hispanic Remedial: 29%
- White: 42%

♦ = disproportionate impact by 80% rule
Explore

- Student Success Scorecard Homepage
  - Provides 1 and 5 year static reports
  - [http://scorecard.cccco.edu/scorecard.aspx](http://scorecard.cccco.edu/scorecard.aspx)

- Student Success Scorecard Data Mart
  - Web based, interactive exploration
  - [http://datamart.cccco.edu/Outcomes/Student_Success_Scorecard.aspx](http://datamart.cccco.edu/Outcomes/Student_Success_Scorecard.aspx)

- PRO Local Interpretation of the Scorecard
  - Further analyses
  - [http://www.cabrillo.edu/services/pro/scoreCard/](http://www.cabrillo.edu/services/pro/scoreCard/)
Example Efforts for Improving Scores

• ESL developing non-credit curriculum and partnering with adult education via AB86
• Student Equity and Success Committee and Basic Skills Committee
• New math course (Math 142) for statistics preparation and joining California Acceleration Project
• Math Plus placement preparation
• Student Equity activities
Thank You!