

2015 SCORE CARD

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PURPOSE

“...each community college district board of trustees shall annually review and adopt its contribution to the segment wide annual report as part of a regularly scheduled and noticed public meeting at which public comment shall be invited.”

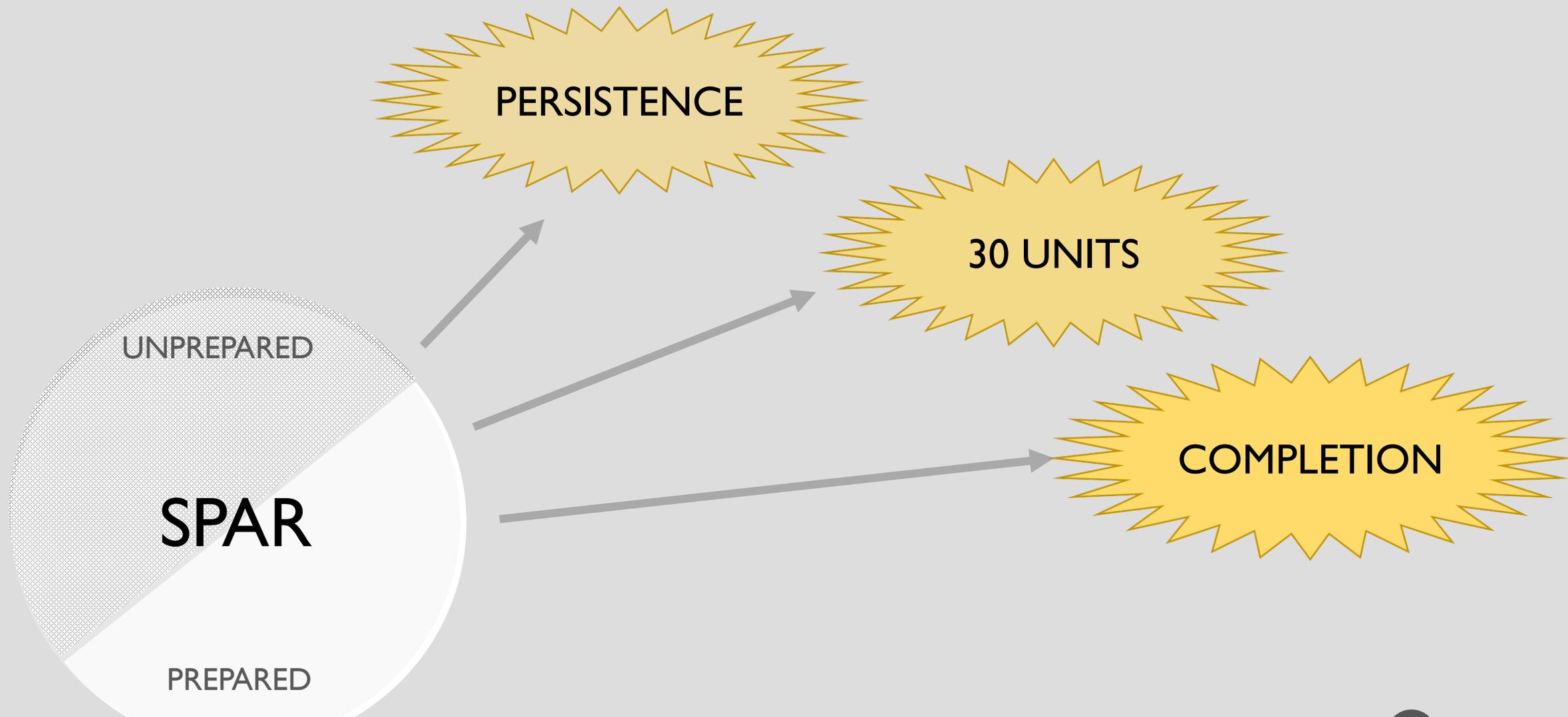
Education Code, Section 84754.5(d):

OUTLINE

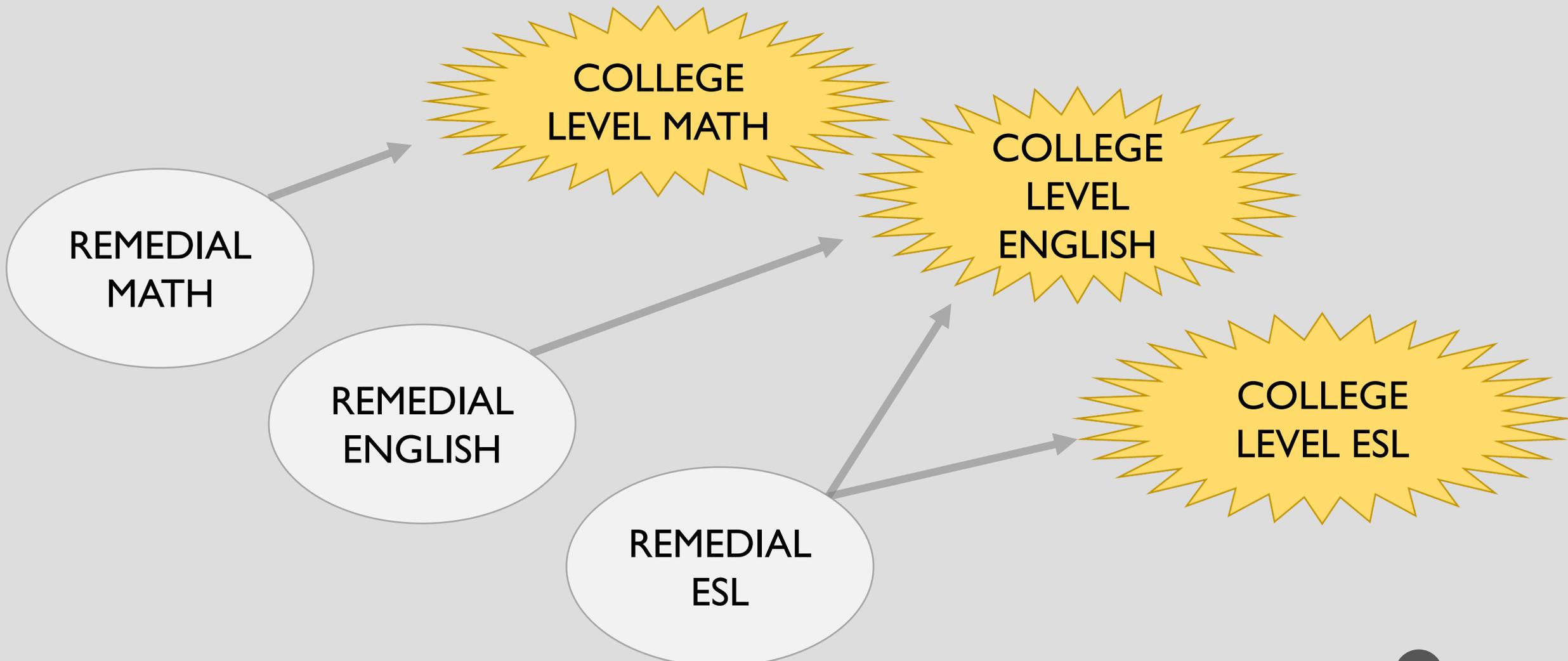
- SCORE CARD COHORTS and OUTCOMES
- REVIEW of 2015 SCORE CARD REPORTS for EACH COLLEGE
- CONNECTION to STUDENT EQUITY and OUTREACH
- COMPARISON to STATE

COHORTS AND OUTCOMES

STUDENT PROGRESS AND ATTAINMENT RATE (SPAR)

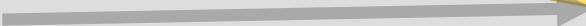


COHORTS AND OUTCOMES - REMEDIATION



COHORTS AND OUTCOMES - CTE

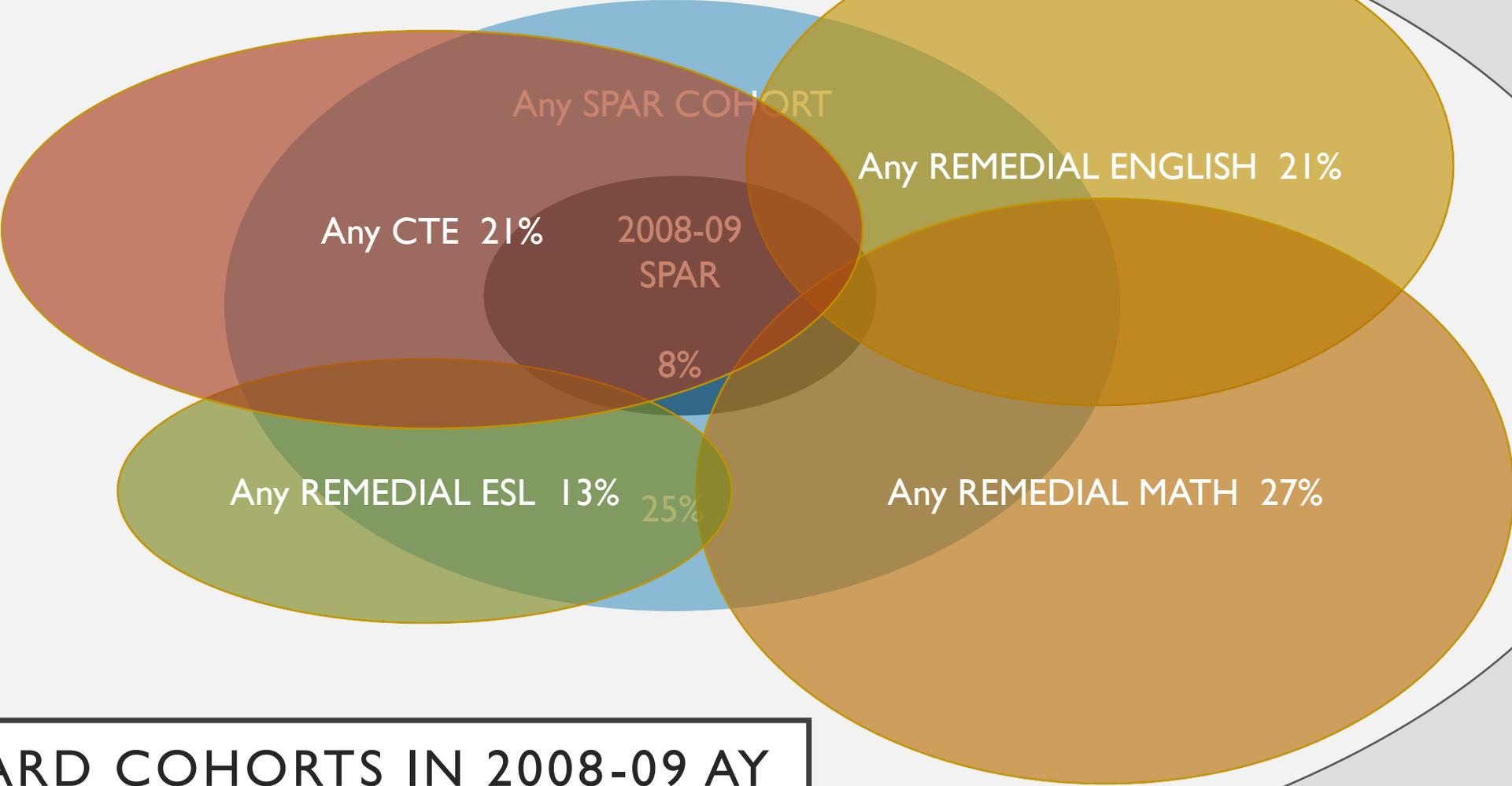
CTE



COMPLETION

- AA/AS Degree
- Certificate (CO appr.)
- Transfer (or prepared)
- Apprenticeship

ALL STUDENTS (FTES)



SCORE CARD COHORTS IN 2008-09 AY

2008-09 SCORE CARD COHORT DUAL MEMBERSHIP

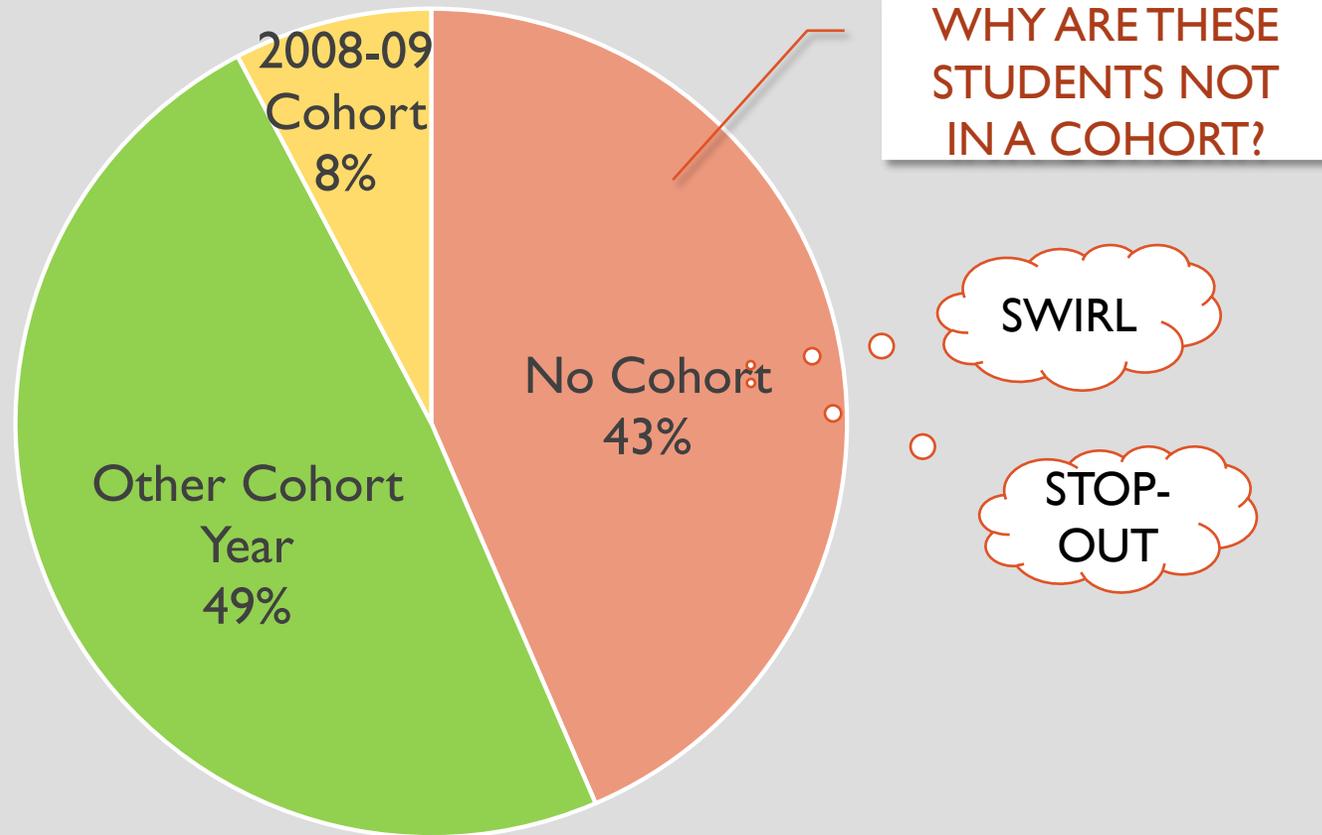
STUDENTS COUNTED IN TWO COHORTS as a PERCENTAGE of COHORT (ROW)

	Remedial English	Remedial ESL	Remedial Math	CTE	SPAR
Remedial English	100%	1%	28%	4%	27%
Remedial ESL	2%	100%	6%	4%	19%
Remedial Math	26%	3%	100%	5%	23%
CTE	4%	3%	5%	100%	9%
SPAR	15%	7%	15%	6%	100%

26% of those in Remedial Math are also in Remedial English

27% of those in Remedial English are also in SPAR

2008-09 STUDENTS AND SCORE CARD COHORT PREVALENCE



COLLEGE SCORE CARDS

<http://scorecard.cccco.edu/scorecard.aspx>

CONNECTION TO STUDENT EQUITY

2008-09 OUTCOMES AND DISPROPORTIONATE IMPACT

Disproportionate impact:

“...the percentage of persons from a particular racial, ethnic, gender, age or disability group who are directed to a particular service or placement based on an assessment instrument, method, or procedure is significantly different from the representation of that group in the population of persons being assessed, and that discrepancy is not justified by empirical evidence demonstrating that the assessment instrument, method or procedure is a valid and reliable predictor of performance in the relevant educational setting.” [Title 5 Section 55502(d)]

2008-09 OUTCOMES AND DISPROPORTIONATE IMPACT

Proportionality Index (PI) is a rule-of-thumb measure for detecting disproportionate impact.

PI compares the percentage of a disaggregated subgroup in an initial cohort to its own percentage in the resultant outcome group.

A ratio of less than 1.0 indicates that the subgroup is less prevalent in the outcome than the cohort.

2008-09 OUTCOMES AND DISPROPORTIONATE IMPACT

Operational Threshold:

 : PI < 0.8

Proportionality Index	Outcome	Persistence	30 Units	Completion
College - Race/Eth.	Prepared for College	Overall	Overall	Overall
Alameda				
African American	 0.46	1.13	0.99	 0.62
Asian	1.21	0.96	1.09	1.38
Filipino	 0.74	0.83	1.08	1.02
Hispanic	 0.53	0.87	0.87	 0.69
White	1.21	1.09	0.91	1.13
Laney				
African American	 0.38	1.00	 0.79	 0.52
Asian	1.18	0.99	1.19	1.46
Filipino		0.92	1.15	 0.64
Hispanic	 0.63	0.93	0.89	 0.71
Pacific Islander		1.15	1.26	1.12
White	1.29	1.12	1.09	1.41
Merritt				
African American	 0.44	1.02	0.94	0.98
Asian	1.26	0.85	1.11	1.22
Filipino		0.90	 0.69	 0.19
Hispanic	 0.42	1.01	0.98	0.84
White	1.62	1.12	1.22	1.33
Berkeley City				
African American	 0.36	0.86	0.83	 0.56
Asian	1.26	0.82	0.92	1.39
Filipino		1.41	1.03	1.13
Hispanic	 0.65	1.19	1.12	1.07
White	1.17	1.10	1.15	1.14

STATEWIDE COMPARISON

https://public.tableau.com/profile/bao5708#!/vizhome/SC_5YR_Updated/StudentOutcomes