



2013 ARCC 2.0

Accountability Reporting for Community Colleges

Student Success Scorecard

Institutional Research and Reporting
April 2013

Background

- ARCC (Accountability Reporting for Community Colleges) was established in 2004 in response to Assembly Bill AB1417, which requires a framework for an annual evaluation of community college performance
- Objective was to make policymakers, local college officials, elected boards, and the public aware of system and college performance
- In 2013, at the recommendation of the Student Success Task Force, ARCC 2.0 was developed and the annual ARCC report changed format to become the Student Success Scorecard
- The renewed objective is to provide stakeholders with information on key student progress and success metrics in order to improve performance
- The Student Success Scorecard is the core of the new framework and now includes disaggregation of metrics by gender, age, and ethnicity

To see the actual scorecard, visit the California Community College Chancellor's Office Student Success Scorecard website at: <http://scorecard.cccco.edu/scorecard.aspx>

New ARCC 2.0 Scorecard Framework

- State of the System Report – overall statewide results
- **Individual College Scorecards – 5 metrics**
 - Emphasis on College Trends (5 years)
 - Comparison to Statewide Scorecard results
 - Comparison to Peer Group results
 - Only available for the Completion metric
 - Cluster analysis using predictor variables to establish like-college groupings
 - Predictor variables: weighted Academic Performance Index (API), Bachelor of Arts/Sciences Index (BA), and the percentage of students age 25 or older
- Datamart 2.0 - online querying of scorecard data
- Data on Demand – unitary data available for researchers

New ARCC 2.0 Student Success Scorecard Metrics

1) Completion Rate

Explanation: The percentage of degree and/or transfer seeking first-time students who succeeded in completing a degree, certificate or transfer related outcome within six (6) years. In addition to an overall completion rate, results are included for two different subgroups of students: those whose lowest attempted Math or English level was remedial and those whose lowest attempted Math or English course was college level.

Cohort: First-time students with a minimum of six (6) units earned who attempted any Math or English in their first three (3) years (same cohort as the Persistence and 30 Unit Rates).

Outcome: Achievement in one of the following outcomes within six years: earn an AA/AS or Certificate, transfer to a 4-year institution, or achieve 'Transfer Prepared' status (successfully completed 60 UC/CSU transferrable units with a GPA of 2.0 or better).

Outcome Time Period: Cohort was evaluated for a period of six (6) years to look for outcomes.

2) Persistence Rate

Explanation: The percentage of degree and/or transfer-seeking first-time students who enroll in three consecutive primary terms anywhere in the system. This is a milestone or momentum point metric - research shows students with sustained enrollment are more likely to succeed. In addition to an overall persistence rate, results are included for two different subgroups of students: those whose lowest attempted Math or English level was remedial and those whose lowest attempted Math or English course was college level.

Cohort: First-time students with a minimum of six (6) units earned who attempted any Math or English in their first three (3) years (same cohort as the Completion and 30 Unit Rates).

Outcome: Students attempt a credit course in each of their first three (3) consecutive primary semesters at any CA Community College (CCC).

Outcome Time Period: Cohort was evaluated for the first two (2) academic years to determine whether students persisted in their first three (3) consecutive primary terms.

3) 30 Unit Rate

Explanation: The percentage of degree and/or transfer seeking first time students who achieve at least 30 units after six years in the system. This metric is also a milestone or momentum point because the attainment of 30 units tends to be positively correlated with completion and wage gain. In addition to an overall persistence rate, results are included for two different subgroups of students: those whose lowest attempted Math or English level was remedial and those whose lowest attempted Math or English course was college level.

Cohort: First-time students with a minimum of six (6) units earned who attempted any Math or English course in their first three (3) years (same cohort as the Completion and Persistence Rates).

Outcome: Earned at least 30 units (any credit units) in the CCC system within six years.

Outcome Time Period: Cohort was evaluated for a period of six (6) years.

4) Remedial Progress Rate: Math, English, ESL

Explanation: The percentage of credit students who start below college level in English, Mathematics, and/or ESL and continue to successfully complete a college-level course in the same discipline within six (6) years.

Cohort: Students attempting a Math, English, or ESL course coded at below college level. Placement into the cohort occurs when the student first attempts a course below college level in the specific discipline.

Outcome: Successful completion of a transfer level course (college level for Math) within six (6) years.

Outcome Time Period: Cohort was evaluated for a period of six (6) years.

5) Career and Technical Education (CTE) Rate

Explanation: The percentage of students who completed several courses classified as career technical education in a single discipline and succeeded in completing a degree, certificate or transfer related outcome within six years.

Cohort: Students who attempt a CTE course for the first time and go on to complete more than 8 units in the subsequent three years in a single vocational TOP code (2-digit) where at least one of the courses is defined as either Advanced Occupational or Clearly Occupation.

Outcome: Achievement in one of the following outcomes within six years: earned an AA/AS or Certificate, transferred to a 4-year institution, or achieved 'Transfer Prepared' status (successfully completed 60 UC/CSU transferrable units with a GPA of 2.0 or better).

Outcome Time Period: Cohort was evaluated for a period of six (6) years.

ARCC 2.0 Scorecard Outcomes

Results for each college are illustrated in two (2) tables in the following pages:

- Five Year Trends for each metric
 - Includes a comparison to the highest rate in the peer group for the Completion metric
 - Includes a comparison to the statewide scorecard
- 2013 Scorecard Results (2006-07 cohort) for each metric
 - Includes results for demographic sub-categories
 - Formatted to show a relative difference to the overall rate
 - Use Caution: some sub-categories contain very few students so group results are more influenced by individual results
 - Overall cohort sizes are listed as reference

Common Points

- Remedial progress rates continue to trend below statewide rates
- Results for the Career Development and College Preparation (CDCP) Completion Rate indicator are not included as none of the colleges have these programs

2013 Bakersfield College Student Success Scorecard
Five Year College Trend

Bakersfield College Student Success Scorecard Metrics		Five Year College Trend					Trendlines	2006-07 Comparisons	
		2002-03	2003-04	2004-05	2005-06	2006-07		Peer Group High ¹	Statewide Rate
Completion	Cohort Size	2,545	2,324	2,524	2,500	2,717			
	Overall Outcome Success Rate	48.4%	48.6%	47.7%	42.6%	43.5%		53.0%	49.2%
	Prepared (avg 16% of cohort)	74.9%	74.7%	72.7%	71.1%	71.8%			71.2%
	Unprepared (avg 84% of cohort)	42.8%	43.7%	41.9%	38.3%	38.4%			41.1%
Persistence	Cohort Size	2,545	2,324	2,524	2,500	2,717			
	Overall Outcome Success Rate	74.0%	73.8%	73.5%	69.4%	69.7%			65.8%
	Prepared (avg 16% of cohort)	68.2%	70.6%	76.3%	64.4%	62.7%			62.2%
	Unprepared (avg 84% of cohort)	75.2%	74.3%	72.8%	70.2%	71.0%			67.3%
30 Units	Cohort Size	2,545	2,324	2,524	2,500	2,717			
	Overall Outcome Success Rate	64.0%	65.4%	65.1%	62.9%	64.5%			66.4%
	Prepared (avg 16% of cohort)	73.8%	75.5%	75.5%	71.1%	71.5%			70.1%
	Unprepared (avg 84% of cohort)	62.0%	63.5%	62.7%	61.6%	63.2%			65.1%
Remedial English	Cohort Size	2,206	2,410	2,348	2,581	2,408			
	Outcome Success Rate	30.9%	30.5%	29.6%	29.4%	29.8%			38.1%
Remedial Math	Cohort Size	1,953	1,892	1,739	1,666	1,962			
	Outcome Success Rate	19.2%	20.2%	22.9%	23.5%	24.2%			25.9%
Remedial ESL	Cohort Size	283	314	397	377	350			
	Outcome Success Rate	35.0%	34.4%	28.0%	31.6%	32.3%			23.6%
Career Technical Education	Cohort Size	1,229	1,268	1,227	1,297	1,468			
	Outcome Success Rate	44.6%	48.5%	50.1%	48.6%	48.0%			55.0%

¹ A Peer Group Comparison is only available for the Completion metric

Observations:

Completion rates declined in the time period. The overall college rate for 2006-07 are below both the Peer Group High and Statewide rates. Persistence rates resulted in a downward trend for this time period. However, college 2006-07 rates were higher than the statewide rate. The 30 Unit rates fluctuated but the five-year trend had little change. The 2006-07 overall rate was below the statewide rate, but the prepared student rate was higher. Rates for Remedial English did not vary much throughout the time period and the 2006-07 rate is lower than the statewide rate. Remedial Math rates increased by 5 percentage points in the time period but is below the statewide rate. Rates for Remedial ESL declined somewhat in the time period, but the 2006-07 rate is higher than the statewide rate. The general trend for Career Technical Education rates was upward but remains below the statewide rate.

Kern Community College District
Cerro Coso Community College

2013 Cerro Coso Community College Student Success Scorecard
Five Year College Trend

Cerro Coso Community College Student Success Scorecard Metrics		Five Year College Trend					Trendlines	2006-07 Comparisons	
		2002-03	2003-04	2004-05	2005-06	2006-07		Peer Group High ¹	Statewide Rate
Completion	Cohort Size	577	529	511	414	485			
	Overall Outcome Success Rate	48.4%	50.9%	48.1%	48.8%	49.9%		62.0%	49.2%
	Prepared (avg 23% of cohort)	75.0%	78.7%	79.4%	67.6%	73.1%			71.2%
	Unprepared (avg 77% of cohort)	42.2%	42.0%	39.9%	42.4%	41.0%			41.1%
Persistence	Cohort Size	577	529	511	414	485			
	Overall Outcome Success Rate	53.2%	58.0%	53.8%	53.1%	59.0%			65.8%
	Prepared (avg 23% of cohort)	44.4%	53.5%	40.2%	44.8%	56.0%			62.2%
	Unprepared (avg 77% of cohort)	55.2%	59.5%	57.4%	56.0%	60.1%			67.3%
30 Units	Cohort Size	577	529	511	414	485			
	Overall Outcome Success Rate	49.2%	49.9%	52.4%	54.3%	55.7%			66.4%
	Prepared (avg 23% of cohort)	47.2%	44.1%	44.9%	44.8%	42.5%			70.1%
	Unprepared (avg 77% of cohort)	49.7%	51.7%	54.5%	57.6%	60.7%			65.1%
Remedial English	Cohort Size	358	348	358	340	336			
	Outcome Success Rate	12.6%	13.8%	13.7%	15.3%	15.5%			38.1%
Remedial Math	Cohort Size	535	488	454	345	335			
	Outcome Success Rate	17.8%	17.0%	17.6%	20.9%	24.8%			25.9%
Remedial ESL	Cohort Size	16	-	-	-	-			
	Outcome Success Rate	6.3%	-	-	-	-			23.6%
Career Technical Education	Cohort Size	350	336	386	393	540			
	Outcome Success Rate	50.9%	48.5%	44.8%	44.5%	42.6%			55.0%

¹ A Peer Group Comparison is only available for the Completion metric

Observations:

Completion rates increased slightly in the time period. While college rates for 2006-07 were below the Peer Group High, they were above the Statewide rate. Persistence rates increased and are currently at the highest they've been in the time period. The 2006-07 college rates were lower than the statewide rate. The overall 30 Unit rates increased and are currently at the highest rate in the time period. The 2006-07 college rates are lower than the statewide rates. While rates for Remedial English increased and are at the highest they've been in the time period, they are considerably below the statewide rate. Remedial Math rates increased by 7 percentage points during the time period but are still below the statewide rate. Since the 2002-03 cohort there have been too few sections/students meeting the reporting criteria to report this metric. Career Technical Education completion rates have declined and are currently at the lowest point in the time period. The 2006-07 college rate is below the statewide rate.

2013 Porterville College Student Success Scorecard
Five Year College Trend

Porterville College Student Success Scorecard Metrics		Five Year College Trend					Trendlines	2006-07 Comparisons	
		2002-03	2003-04	2004-05	2005-06	2006-07		Peer Group High ¹	Statewide Rate
Completion	Cohort Size	699	490	468	487	510			
	Overall Outcome Success Rate	43.6%	41.6%	41.2%	43.5%	49.0%		53.0%	49.2%
	Prepared (avg 10% of cohort)	70.4%	77.4%	63.2%	81.3%	73.1%			71.2%
	Unprepared (avg 90% of cohort)	40.6%	39.2%	39.3%	39.4%	45.4%			41.1%
Persistence	Cohort Size	699	490	468	487	510			
	Overall Outcome Success Rate	65.7%	71.2%	70.1%	67.4%	66.7%			65.8%
	Prepared (avg 10% of cohort)	52.1%	74.2%	65.8%	56.3%	47.8%			62.2%
	Unprepared (avg 90% of cohort)	67.2%	71.0%	70.5%	68.6%	69.5%			67.3%
30 Units	Cohort Size	699	490	468	487	510			
	Overall Outcome Success Rate	62.9%	63.5%	60.9%	60.8%	68.6%			66.4%
	Prepared (avg 10% of cohort)	62.0%	80.6%	60.5%	62.5%	61.2%			70.1%
	Unprepared (avg 90% of cohort)	63.1%	62.3%	60.9%	60.6%	69.8%			65.1%
Remedial English	Cohort Size	603	583	572	668	556			
	Outcome Success Rate	23.1%	20.2%	22.2%	23.2%	26.4%			38.1%
Remedial Math	Cohort Size	692	672	691	614	522			
	Outcome Success Rate	14.9%	11.9%	15.8%	16.6%	23.6%			25.9%
Remedial ESL	Cohort Size	25	31	37	32	19			
	Outcome Success Rate	32.0%	38.7%	37.8%	37.5%	36.8%			23.6%
Career Technical Education	Cohort Size	457	388	382	373	375			
	Outcome Success Rate	55.6%	57.7%	61.8%	57.9%	62.1%			55.0%

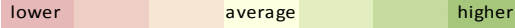
¹ A Peer Group Comparison is only available for the Completion metric

Observations:

The overall Completion rate increased by 5 percentage points in the time period but 2006-07 college rates are below both the Peer Group High and Statewide rates. Overall Persistence rates fluctuated but increased slightly in the time period and the 2006-07 college rates are slightly higher than the statewide rate. The overall 30 Unit rates increased and are currently at the highest point in the time period. The 2006-07 college rates are higher than the statewide rates. Rates for Remedial English increased and are at the highest they've been in the time period, however they are below the statewide rate. Remedial Math rates increased by over 8 percentage points during the time period but are still below the statewide rate. Rates for Remedial ESL increased in the time period and the 2006-07 rate is higher than the statewide rate. (Note the small cohort sizes.) Career Technical Education completion rates increased by over 6 percentage points in the time period and are above the statewide rate.

2013 Bakersfield College Student Success Scorecard
2006-07 Cohort

Note: Rates depicted in italicized grey print indicate groups of less than 30. Rates depicted in smaller italicized grey print indicate groups of less than 10. Cells with "0%" indicate no students attained the outcome, while cells with "NA" indicate the demographic component had no students.

Comparison Scale: 

Metrics	Completion			Persistence			30 Units			Remedial			Career Tech	Metrics
	Overall	Prepared	Unprep	Overall	Prepared	Unprep	Overall	Prepared	Unprep	English	Math	ESL		
Cohort Size	2,717	418	2,299	2,717	418	2,299	2,717	418	2,299	2,408	1,962	350	1,468	Cohort Size
Cohort 'Success' Rate	43.5%	71.8%	38.4%	69.7%	62.7%	71.0%	64.5%	71.5%	63.2%	29.8%	24.2%	32.3%	48.0%	Cohort 'Success' Rate
<i>Success Rates for each Demographic Component</i>														
Female	41.9%	76.2%	36.5%	69.4%	63.3%	70.4%	63.2%	73.3%	61.7%	30.2%	24.6%	35.0%	52.2%	Female
Male	45.8%	67.3%	41.1%	70.2%	62.0%	71.9%	66.1%	69.7%	65.3%	29.2%	23.5%	26.8%	43.3%	Male
< 20 years old	46.5%	72.0%	41.2%	71.7%	61.8%	73.7%	66.1%	71.2%	65.1%	32.4%	25.6%	33.5%	56.4%	< 20 years old
20 to 24 years old	30.4%	64.7%	27.6%	57.3%	76.5%	55.7%	54.2%	76.5%	52.4%	26.7%	23.3%	37.2%	51.1%	20 to 24 years old
25 to 49 years old	28.3%	75.0%	26.5%	62.7%	75.0%	62.3%	59.9%	75.0%	59.3%	24.6%	22.4%	26.1%	38.1%	25 to 49 years old
50+ years old	15.8%	NA	15.8%	68.4%	NA	68.4%	42.1%	NA	42.1%	4.5%	19.4%	28.6%	24.5%	50+ years old
African American	43.0%	77.8%	36.9%	68.6%	61.1%	69.9%	62.0%	55.6%	63.1%	17.7%	12.8%	0.0%	46.1%	African American
American Indian	30.8%	66.7%	26.1%	46.2%	33.3%	47.8%	57.7%	33.3%	60.9%	19.4%	28.6%	0.0%	52.2%	American Indian
Asian	51.9%	76.9%	43.6%	62.5%	42.3%	69.2%	67.3%	57.7%	70.5%	46.4%	30.8%	47.7%	70.5%	Asian
Filipino	46.5%	57.1%	44.8%	71.3%	57.1%	73.6%	77.2%	78.6%	77.0%	33.3%	21.4%	34.6%	65.3%	Filipino
Hispanic	38.4%	69.1%	35.5%	71.2%	60.9%	72.1%	60.4%	68.2%	59.7%	28.1%	24.2%	29.8%	44.2%	Hispanic
Pacific Islander	45.5%	50.0%	44.4%	63.6%	50.0%	66.7%	45.5%	0.0%	55.6%	25.0%	33.3%	NA	66.7%	Pacific Islander
White	49.9%	72.2%	42.9%	69.0%	66.8%	69.6%	69.2%	76.2%	66.9%	33.6%	24.5%	44.4%	49.5%	White

Observations:

Gender success rates varied across the outcomes. The highest disparity between males and females was found in the Completion-Prepared, Remedial-ESL, and CTE rates. Students younger than 20 tend to have higher rates of success in most metrics. They were also typically the group with the highest representation. Students age 50+ represented a very small portion of the cohorts (for example there were only 19 in the overall Completion/Persistence/30 Unit cohorts). Asian, Filipino, and White students tended to have higher success compared to the overall rate. One exception for Asian students was persistence. African American, American Indian, and Hispanic students tended to have lower success compared to the overall rate. One exception for Hispanic students was persistence.

2013 Cerro Coso Community College Student Success Scorecard
2006-07 Cohort

Note: Rates depicted in italicized grey print indicate groups of less than 30. Rates depicted in smaller italicized grey print indicate groups of less than 10. Cells with "0%" indicate no students attained the outcome, while cells with "NA" indicate the demographic component had no students.

Comparison Scale: lower average higher

Metrics	Completion			Persistence			30 Units			Remedial			Career Tech	Metrics
	Overall	Prepared	Unprep	Overall	Prepared	Unprep	Overall	Prepared	Unprep	English	Math	ESL		
Cohort Size	485	134	351	485	134	351	485	134	351	336	335	NA	540	Cohort Size
Cohort 'Success' Rate	49.9%	73.1%	41.0%	59.0%	56.0%	60.1%	55.7%	42.5%	60.7%	15.5%	24.8%	NA	42.6%	Cohort 'Success' Rate
<i>Success Rates for each Demographic Component</i>														
Female	46.8%	68.1%	39.6%	57.0%	51.4%	59.0%	54.9%	34.7%	61.8%	16.9%	26.2%	NA	45.0%	Female
Male	54.0%	78.7%	43.1%	61.6%	62.3%	61.3%	56.1%	50.8%	58.4%	13.3%	22.4%	NA	38.0%	Male
< 20 years old	56.4%	75.8%	45.9%	58.6%	54.8%	60.7%	57.5%	42.7%	65.5%	23.3%	18.0%	NA	51.2%	< 20 years old
20 to 24 years old	25.6%	50.0%	21.6%	55.8%	66.7%	54.1%	44.2%	33.3%	45.9%	13.8%	25.7%	NA	47.7%	20 to 24 years old
25 to 49 years old	37.0%	25.0%	37.7%	60.5%	75.0%	59.7%	53.1%	50.0%	53.2%	9.0%	27.3%	NA	38.5%	25 to 49 years old
50+ years old	25.0%	NA	25.0%	75.0%	NA	75.0%	62.5%	NA	62.5%	6.3%	31.8%	NA	38.7%	50+ years old
African American	28.6%	0.0%	33.3%	57.1%	0.0%	66.7%	28.6%	0.0%	33.3%	0.0%	18.2%	NA	50.0%	African American
American Indian	58.3%	66.7%	55.6%	75.0%	66.7%	77.8%	66.7%	33.3%	77.8%	10.0%	0.0%	NA	45.0%	American Indian
Asian	64.7%	88.9%	37.5%	64.7%	66.7%	62.5%	52.9%	44.4%	62.5%	18.2%	25.0%	NA	46.2%	Asian
Filipino	50.0%	100.0%	33.3%	50.0%	100.0%	33.3%	50.0%	100.0%	33.3%	25.0%	28.6%	NA	55.6%	Filipino
Hispanic	46.0%	70.0%	40.0%	48.0%	40.0%	50.0%	56.0%	30.0%	62.5%	22.7%	22.7%	NA	43.8%	Hispanic
Pacific Islander	50.0%	NA	50.0%	50.0%	NA	50.0%	50.0%	NA	50.0%	66.7%	0.0%	NA	0.0%	Pacific Islander
White	50.8%	74.3%	41.4%	60.4%	58.1%	61.3%	56.6%	43.8%	61.7%	14.7%	25.7%	NA	44.3%	White

Observations:

Females tend to have lower success rates than males in Completion, Persistence and 30 Unit metrics but higher success in the Remedial and CTE metrics.

Students younger than 20 had a higher success rate in many metrics such as Completion but a lower success rate in Remedial-Math.

Students age 50+ represented a very small portion of the cohorts (for example there were only 8 in the overall Completion/Persistence/30 Unit cohorts).

Many of the metric cohorts had small ethnic categories which makes it difficult to draw conclusions. The two largest ethnic categories were White and Hispanic. Of those,

Hispanic students tended to have a slightly lower success compared to White students with the exception of the 30 Units-Unprepared and Remedial-English metrics.

2013 Porterville College Student Success Scorecard
2006-07 Cohort

Note: Rates depicted in italicized grey print indicate groups of less than 30. Rates depicted in smaller italicized grey print indicate groups of less than 10. Cells with "0%" indicate no students attained the outcome, while cells with "NA" indicate the demographic component had no students.

Comparison Scale: lower average higher

Metrics	Completion			Persistence			30 Units			Remedial			Career Tech	Metrics
	Overall	Prepared	Unprep	Overall	Prepared	Unprep	Overall	Prepared	Unprep	English	Math	ESL	Tech	
Cohort Size	510	67	443	510	67	443	510	67	443	556	522	19	375	Cohort Size
Cohort 'Success' Rate	49.0%	73.1%	45.4%	66.7%	47.8%	69.5%	68.6%	61.2%	69.8%	26.4%	23.6%	36.8%	62.1%	Cohort 'Success' Rate
<i>Success Rates for each Demographic Component</i>														
Female	48.8%	69.4%	46.3%	66.4%	50.0%	68.4%	70.6%	66.7%	71.1%	26.7%	25.0%	35.7%	63.9%	Female
Male	49.4%	80.0%	43.2%	66.9%	43.3%	71.6%	64.6%	53.3%	66.9%	25.9%	20.0%	40.0%	59.2%	Male
< 20 years old	52.5%	75.0%	48.2%	67.5%	48.4%	71.1%	71.0%	62.5%	72.6%	32.0%	24.6%	0.0%	67.2%	< 20 years old
20 to 24 years old	42.6%	33.3%	43.2%	61.7%	33.3%	63.6%	68.1%	33.3%	70.5%	26.8%	23.2%	NA	66.7%	20 to 24 years old
25 to 49 years old	30.0%	NA	30.0%	65.0%	NA	65.0%	53.3%	NA	53.3%	15.4%	23.1%	33.3%	58.1%	25 to 49 years old
50+ years old	66.7%	NA	66.7%	66.7%	NA	66.7%	66.7%	NA	66.7%	0.0%	0.0%	100.0%	26.7%	50+ years old
African American	45.5%	66.7%	37.5%	54.5%	33.3%	62.5%	45.5%	33.3%	50.0%	16.7%	0.0%	NA	71.4%	African American
American Indian	50.0%	100.0%	44.4%	60.0%	100.0%	55.6%	50.0%	100.0%	44.4%	9.1%	0.0%	NA	33.3%	American Indian
Asian	40.0%	NA	40.0%	66.7%	NA	66.7%	73.3%	NA	73.3%	33.3%	22.2%	66.7%	87.5%	Asian
Filipino	57.1%	100.0%	47.1%	71.4%	100.0%	64.7%	81.0%	100.0%	76.5%	60.9%	40.0%	NA	78.6%	Filipino
Hispanic	51.4%	68.0%	49.8%	72.3%	48.0%	74.7%	72.3%	60.0%	73.5%	26.6%	26.4%	31.3%	64.6%	Hispanic
Pacific Islander	50.0%	NA	50.0%	100.0%	NA	100.0%	100.0%	NA	100.0%	50.0%	0.0%	NA	100.0%	Pacific Islander
White	46.7%	74.1%	40.0%	56.2%	37.0%	60.9%	64.2%	59.3%	65.5%	20.2%	21.5%	NA	56.6%	White

Observations:

Gender success rates varied, but the highest male-female disparity was found in Remedial-Math and the Prepared sub-cohorts of the Completion/Persistence/30 Units metrics. Students younger than 20 tend to have higher rates of success in most metrics. They were also typically the group with the highest representation. Students age 50+ represented a very small portion of the cohorts (for example there were only 3 in the overall Completion/Persistence/30 Unit cohorts). Many of the metric cohorts had small ethnic categories which makes it difficult to draw conclusions. The two largest ethnic categories were White and Hispanic. Of those, Hispanic students tended to have a higher success rates compared to White students with the exception of the Completion-Prepared metric.