

# Student Success Scorecard: An Accountability Framework for the California Community Colleges

## *An Analysis of Santa Monica College's Performance on the 2016 Scorecard*

In September of 2012, Governor Jerry Brown signed into law the Student Success Act of 2012, a legislative bill aimed to improve educational outcomes for California Community College students, to close the achievement gap for historically underrepresented students, and to better prepare the workforce to meet the changing landscape of the state's economy. The Senate Bill was the product of the work done by the California Community Colleges Board of Governors Student Success Task Force (SSTF), which developed a comprehensive set of recommendations aimed to increase student success.

One of the recommendations directs the California Community College Chancellor's Office (CCCCO) and community colleges to design and implement a clearer and more focused accountability system measuring performance on key student success indicators. The purpose of the recommendation was to ensure that student success metrics were being presented in a clear and concise manner, and to make equity gaps more transparent.

In April 2013, the CCCCCO unveiled the statewide and college-level Student Success Scorecard. The scorecard built on the existing accountability reporting system, the Accountability Reporting for the Community Colleges (ARCC). The changes between the old and new accountability systems are highlighted below:

- The changes to the metrics included creating two new metrics, eliminating three metrics, and carrying over four metrics from the ARCC framework although the **methods to calculate the metrics were modified.**
  - The new six college-level scorecard metrics include four metrics which were carried over from the old ARCC framework: Student Progress & Achievement or Completion, Persistence, At Least 30 Units, and Career Development and College Preparation rates.
  - Two new scorecard metrics: Remedial Progress and Career Technical Education rates.
  - Three eliminated ARCC metrics: Vocational Successful Course Completion, Basic Skills Successful Course Completion, and Basic Skills Course Improvement rates.
- In 2014, the scorecard introduced a new variable, Student-Counselor Ratio, to the college profile.
- **In 2016, the scorecard implemented a new metric, Skills Builders.**
- The scorecard data is presented in a web-based interface while the old ARCC system presented data in an 800+ page static document.
- The scorecard disaggregates the performance data by student age, gender, ethnicity/race, and by level of preparedness upon college entry (when applicable). The old ARCC system did not provide disaggregated data.
- Unlike the old ARCC system, colleges will be measured against their own prior performance (year-to-year comparison) in the scorecard and not against peer colleges.
- The self-assessment summary requirement has been eliminated in the new scorecard system. In the ARCC system, colleges were required to provide an evaluation of their performance on the metrics.
- The requirement for colleges to present the accountability report to the local Board of Trustees remains with the new scorecard.

The current report provides an analysis of Santa Monica College’s performance on the scorecard metrics (released on April 1, 2016), including a description of the methodologies used to calculate the metrics, a five-year trend analyses, and a comparison of student subgroups.

The new scorecard system is intended to expand the populations being measured. However, one major limitation of the scorecard methodology is the exclusion of students without valid social security numbers (SSNs). In the fall of 2015, 12.9% of the credit student population did not report a valid SSN. This is due, in part, because Santa Monica College (SMC) enrolls a large proportion of international and AB540 (undocumented) students. In the fall 2015 term, 11.2% of credit students were international students and 2.2% were AB540 students. Over 95% of these two student populations did not report a valid SSN. Because the scorecard excludes students without valid SSNs in the dataset, the metrics do not provide a completely accurate picture of Santa Monica College’s performance on the student success metrics, and the college’s performance on the scorecard should be interpreted with care.

The scorecard metrics align with the college’s Institutional Effectiveness (IE) Report. Four of the seven scorecard metrics are addressed in some way in the IE report (completion, persistence, remedial, and CTE completion). The college’s scorecard data are reported separately from the college’s annual discussion of institutional effectiveness as the legislation for the scorecard requires that a college’s local Board of Trustees annually review the college’s scorecard. No action is required by the Board; this narrative fulfills this legislative requirement. The scorecard, when paired with the more comprehensive IE report, is intended to stimulate dialogue about local trends, SMC students, educational practice and programs among various campus constituents. SMC’s performance on scorecard is best understood within the context of local conditions. Therefore, the scorecard is only the starting point in assessing college performance related to student learning and achievement.

The following table provides a brief description of the seven scorecard metrics.

Metric	Description
<b>Completion (formerly Student Progress &amp; Attainment Rate)</b>	Percentage of degree and/or transfer seeking first-time students who successfully completed a degree, certificate, or transfer-related outcome within six years.
<b>Persistence</b>	Percentage of degree and/or transfer seeking first-time students who subsequently enroll in three consecutive primary terms anywhere in the California Community College system.
<b>30 Units</b>	Percentage of degree and/or transfer seeking first-time students who complete at least 30 units within six years.
<b>Remedial Progress</b>	Percentage of credit basic skills students who complete a college-level course in the same discipline within six years.
<b>Career Technical Education (CTE)</b>	Percentage of CTE students who successfully completed a degree, certificate, or transfer related outcome within six years.
<b>Skills Builders</b>	Annual inflation adjusted mediate percentage change in earnings (1 year before to 1 year after) for students who completed higher level CTE work in 2012-2013 and left the system without earning a degree/certificate or transferring.
<b>Career Development and College Preparation (CDCP)</b>	Percentage of CDCP students who successfully completed a CDCP certificate or other degree, certificate, or transfer related outcome within six years.

## Scorecard Summary

The following figure provides a summary of the college's performance on the scorecard, including the system-wide (state) rates for the most recently reported cohort.

Cohort Year							
Metric	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Statewide 2009-2010	
1.Completion	50.5%	51.5%	48.2%	48.4%	50.2%	47.1%	
2.Persistence	67.4%	68.7%	71.8%	71.1%	76.0%	73.4%	
3.30 Units	67.0%	68.5%	67.5%	68.1%	70.4%	67.6%	
4.Remedial Progress - Math	28.2%	29.2%	28.7%	26.7%	27.8%	32.7%	
5.Remedial Progress - English	42.6%	43.7%	42.8%	41.8%	46.6%	45.4%	
6.Remedial Progress - ESL	61.7%	62.1%	58.7%	65.7%	50.7%	28.6%	
7.CTE	53.7%	51.0%	48.5%	46.9%	49.3%	51.4%	
8.CDCP	NA	7.2%	7.6%	7.0%	7.4%	NA	
Cohort Year							
Metric						2012-2013	Statewide 2012-2013
9. Skills Builders	NA	NA	NA	NA	+14.8%	+13.6%	

The following trends in scorecard performance are observed:

- The College demonstrated improvement in seven of eight metrics, including completion, persistence, 30 units, remedial English, remedial math, CTE completion, and career development and college preparation in 2009-2010 (when compared to the prior year's performance);
- Over the past five years, the remedial ESL rate decreased by 11%;
- The median percentage change in wages for students who completed higher level CTE work in 2012-2013 and left the system without earning a degree/certificate or transferring was +14.8%;
- The College outperformed the state average on all metrics with the exception of the remedial math rate. The remedial math rate for the 2009-2010 cohort was 27.8%, 4.9% lower than the statewide average of 32.7%.

## Completion Rate

Completion (also known as the Student Progress and Attainment) rate describes the percentage of degree and/or transfer seeking first-time students who successfully completed a degree, certificate, or transfer related outcome within six years.

### Denominator (Cohort):

SMC students who met the following criteria were included in the cohort:

- First-time college student at SMC;
- Reported a valid SSN;
- Earned six or more credit units at SMC and/or anywhere in the system during the first three years of enrollment; and,
- Attempted any credit math or English course in the first three years of enrollment.

### Numerator (Outcome):

Students in the cohort who met the following criteria within six years of entering the CCC system for the first time were counted as having “completed”:

- Earned an Associate of Arts or Science degree at any CCC (California Community College);
- Earned a Chancellor’s Office approved Certificate of Achievement at any CCC;
- Transferred to a four-year institution; and/or,
- Completed 60 or more UC/CSU transferable units with a GPA of 2.0 or higher anywhere in the CCC system.

The following table describes the overall completion rates by cohort year.

Table 1. Completion Rates

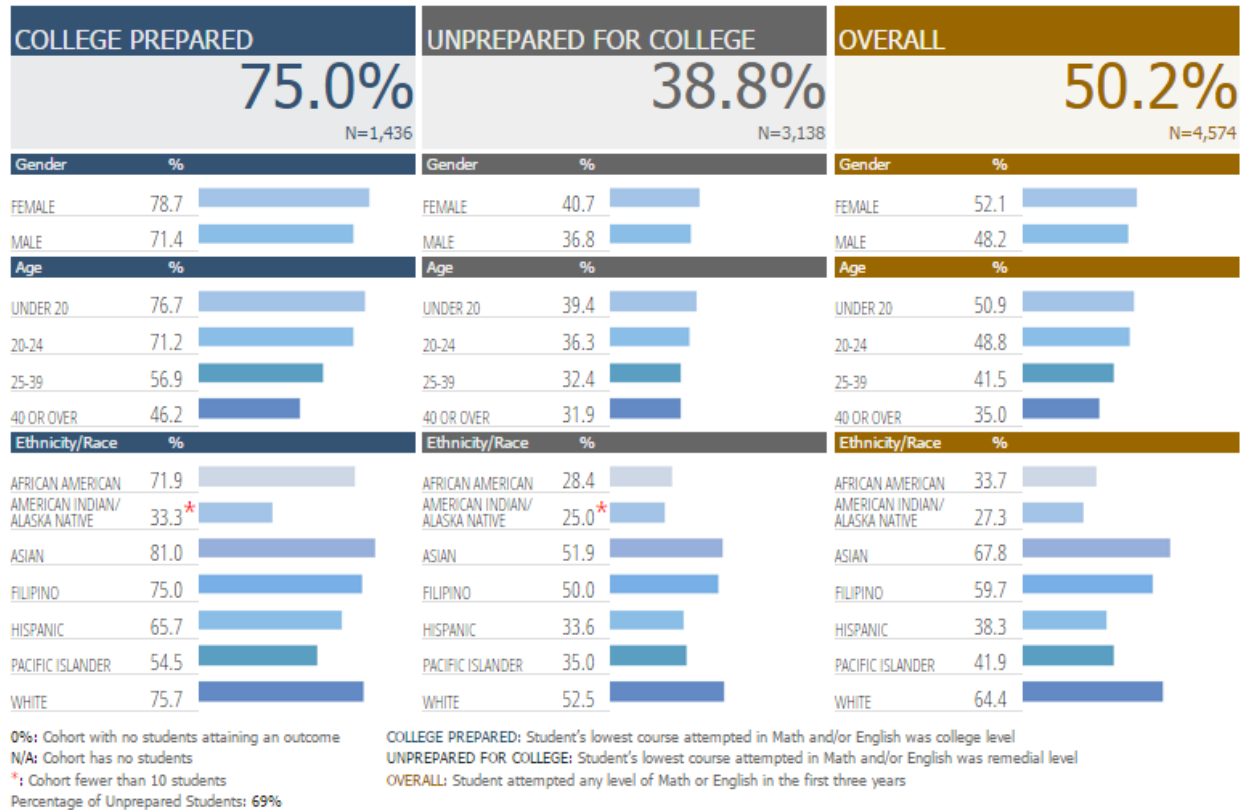
	2005-2006 by 2010-2011	2006-2007 by 2011-2012	2007-2008 by 2012-2013	2008-2009 by 2013-2014	2009-2010 by 2014-2015
Cohort Size	3,790	3,919	3,909	4,211	4,574
% Completed	50.5%	51.5%	48.2%	48.4%	50.2%

Over the last five years, an average of 50% of degree and/or transfer seeking first-time freshmen completed a degree, certificate, or transfer related outcome within six years. The completion rate increased by 1.8% in the most recent year (2009-2010 cohort) when compared with the performance of the prior year (2008-2009 cohort). The improvement in the completion rate for the most recent cohort may be partly attributed to the successful implementation of the auto-award program in 2014-2015 which has resulted in an increase in degree and certificate completers.

The following figure describes the completion rates by student demographic (gender, ethnicity/race, age,) and level-of-preparedness for the most recently reported cohort (2009-2010).

## Completion

Percentage of degree, certificate and/or transfer-seeking students starting first time in 2009-10 tracked for six years through 2014-15 who completed a degree, certificate or transfer-related outcomes.



The data indicate that students who were college prepared (the lowest-level math and/or English course the student attempted was degree-applicable) completed the outcomes at higher rates (75.0%) than students who were unprepared for college (38.8%). Approximately 69% of students in the completion cohort entered college unprepared. Overall, Asian (67.8%) and White (64.6%) students completed their outcomes at higher rates than Hispanic (38.3%), African American (33.7%), Pacific Islander (41.9%), American Indian/Alaska Native (27.3%), and Filipino (59.7%) students. Female students completed the outcome (52.1%) at higher rates than male students (48.2%), and the youngest group of students (under 20) completed the outcome at the highest rates when compared with students of other age groups.

## Persistence Rate

Persistence rate describes the percentage of degree and/or transfer seeking first-time students who enrolled in the first three consecutive terms. This metric is considered a milestone or momentum point. Research indicates that students who stay enrolled in college are more likely to succeed.

### Denominator (Cohort):

SMC students who met the following criteria were included in the cohort:

- First-time college student at SMC;
- Reported a valid SSN;
- Earned six or more credit units at SMC and/or anywhere in the system during the first three years of enrollment; and,
- Attempted any credit math or English course in the first three years of enrollment.

### Numerator (Outcome):

Students in the cohort who met the following criteria within six years of entering the CCC system for the first time were counted as having “persisted”:

- Enrolled in a credit course in the first subsequent three primary semesters three (spring and fall terms only). For example, a student who was a degree and/or transfer seeking first-time student in fall of 2007, and subsequently was enrolled in a credit course in spring of 2008, fall of 2008, and spring of 2009, was counted as having “persisted”; or,
- Completed any of the following within the first subsequent three primary semesters:
  - Earned an Associate of Arts or Science degree at any CCC (California Community College);
  - Earned a Chancellor’s Office approved Certificate of Achievement at any CCC; and/or,
  - Transferred to a four-year institution.

The following table describes the overall persistence rates by cohort year.

Table 2. Persistence Rates

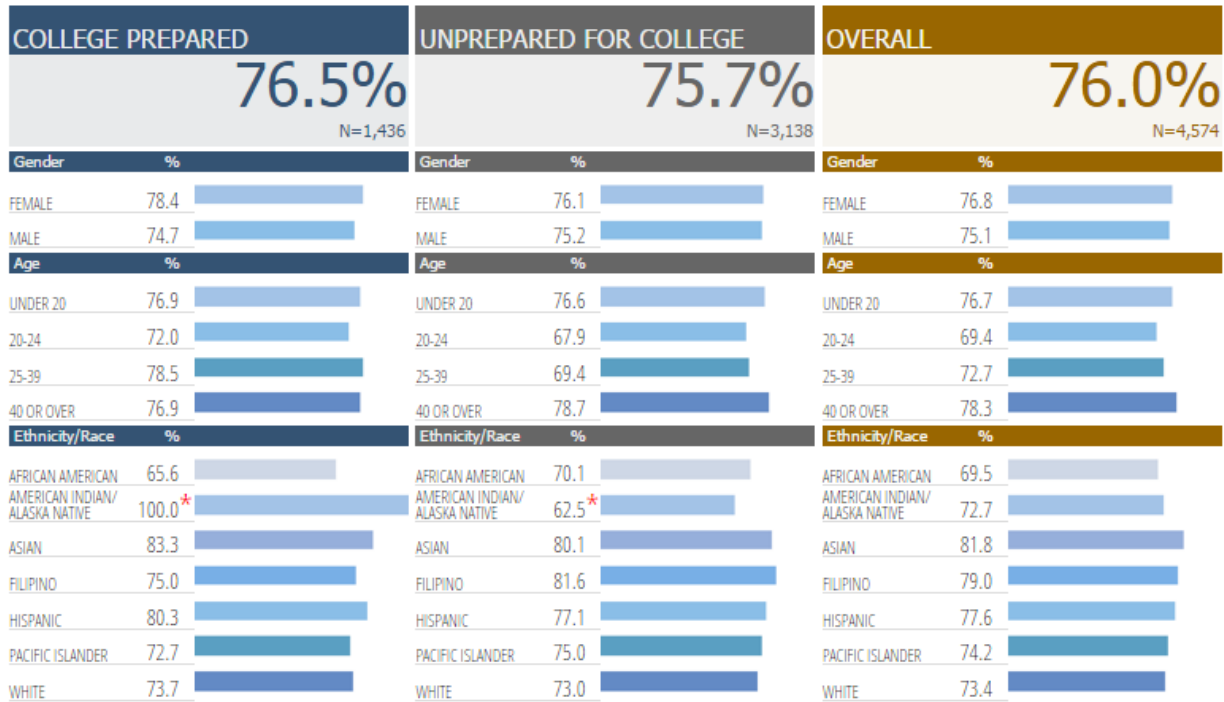
	2005-2006 by 2010-2011	2006-2007 by 2011-2012	2007-2008 by 2012-2013	2008-2009 by 2013-2014	2009-2010 by 2014-2015
Cohort Size	3,790	3,919	3,909	4,211	4,574
% Persisted	67.4%	68.7%	71.8%	71.1%	76.0%

A large majority of degree and/or transfer seeking first-time freshmen persisted. The persistence rate has increased by 8.6% over the last five years.

The following figure describes the persistence rates by student demographic (gender, ethnicity/race, age) and level of preparedness for the most recently reported cohort (2009-2010).

## Persistence

Percentage of degree, certificate and/or transfer-seeking students starting first time in 2009-10 tracked for six years through 2014-15 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: 69%

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

Students who were unprepared for college persisted at similar rates than students who were college prepared. Students between the ages of 20-24 (69.4%) and African American (50.0%) students persisted at lower rates than other groups.

## 30 Units Rate

The 30 units rate describes the percentage of degree and/or transfer seeking first-time students who earned at least 30 units. Credit accumulation, 30 units specifically, tends to be positively correlated with completion and wage gain.

### Denominator (Cohort):

SMC students who met the following criteria were included in the cohort:

- First-time college student at SMC;
- Reported a valid SSN;
- Earned six or more credit units at SMC and/or anywhere in the system during the first three years of enrollment; and,
- Attempted any credit math or English course in the first three years of enrollment.

### Numerator (Outcome):

Students in the cohort who completed 30 or more credit units with a grade of A, B, C, D, or P anywhere in the CCC were counted as having completed 30 units.

The following table describes the overall 30 units rates by cohort year.

Table 3. 30 Units Rates

	2005-2006 by 2010-2011	2006-2007 by 2011-2012	2007-2008 by 2012-2013	2008-2009 by 2013-2014	2009-2010 by 2014-2015
Cohort Size	3,790	3,919	3,909	4,211	4,574
% 30 Units	67.0%	68.5%	67.5%	68.1%	70.4%

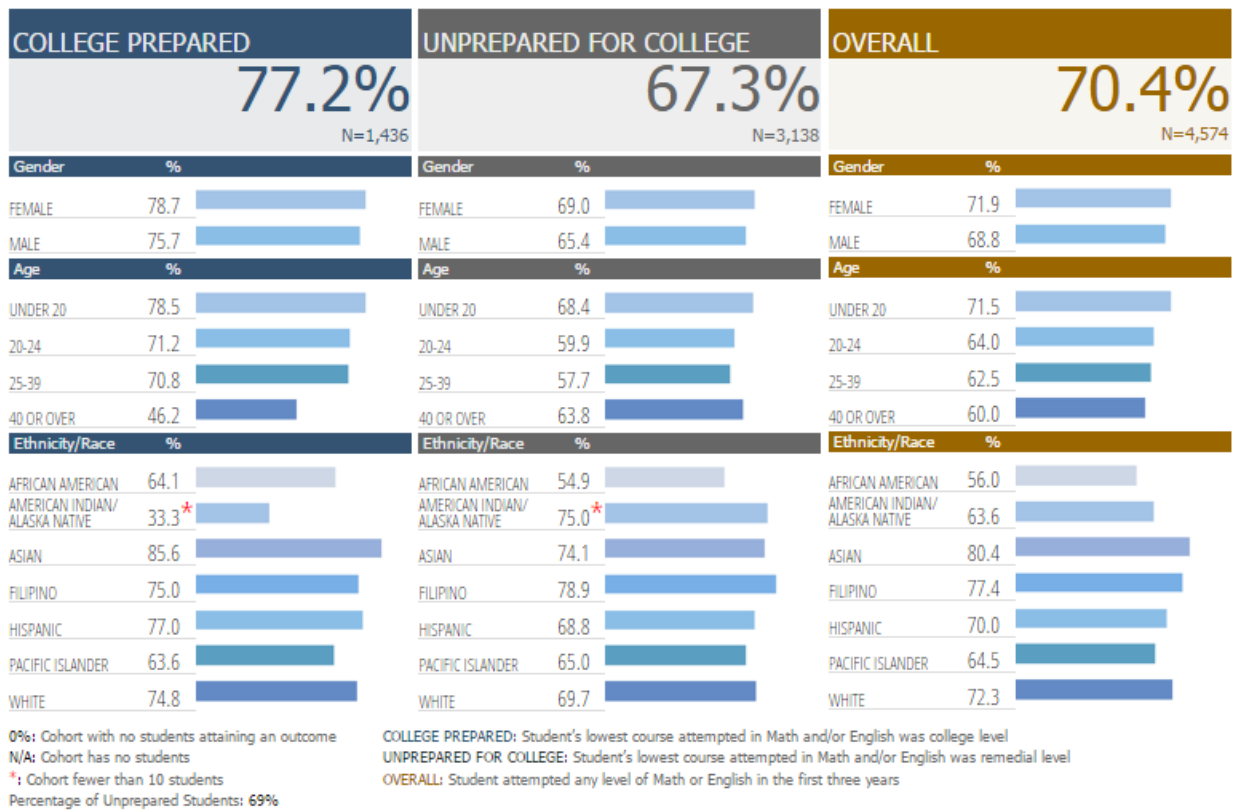
Over the last five years, an average of 68% of degree and/or transfer seeking first-time freshmen successfully completed 30 or more credit units within six years of entry. The 30 unit completion rate has increased by 3.4% over the last five years.

The following figure describes the 30 units rates by student demographic (gender, ethnicity/race, age) and level of preparedness for the most recently reported cohort (2009-2010).



## 30 Units

Percentage of degree, certificate and/or transfer-seeking students starting first time in 2009-10 tracked for six years through 2014-15 who achieved at least 30 units.



The data indicate that students who were college prepared (student's lowest attempted math and/or English course was degree-applicable) completed 30 or more units at higher rate (77.2%) than students who were unprepared for college (67.3%). Overall, Asian (80.4%), Filipino (77.4%), and White (72.3%) students completed 30 or more units at higher rates than other ethnicity/race groups. African American students (56.0%) and students aged 40 or over (60.0%) completed 30 or more credit units at the lowest rates.

## Remedial Progress Rate

The remedial progress rates describe the percentage of credit students who started below transfer level in math, English, and/or ESL who completed a college-level course in the same discipline within six years.

### Denominator (Cohort):

SMC students who met the following criteria were included in the cohort:

- First attempt of a credit math, English, and/or ESL course was in a course that was two to four levels below transfer, but not degree applicable;
  - Math: MATH 81, MATH 84, or MATH 31;
  - English writing: ENGL 81A, ENGL 81B, ENGL 84W, or ENGL 21A; and/or
  - ESL: ESL 10G, ESL 10W, ESL 11A, ESL 15, ESL 17, or ESL 23.

The cohort is defined as the year the student attempts a course at “levels below transfer” in Math, English and/or ESL.

### Numerator (Outcome):

Students in the cohort who met the following criteria within six years were counted as having progressed through the remedial sequence:

- Math cohort: Earned an A, B, C, or P grade in any UC/CSU transferable math course;
- English cohort: Earned an A, B, C, or P grade in any UC/CSU transferable English course; and/or,
- ESL cohort: Earned an A, B, C, or P grade in any UC/CSU transferable English course or earned an A, B, C, or P grade in ESL 11B, ESL 21A, ESL 21B, or ESL 25.

The following tables describe the overall remedial progress rates for math, English, and ESL by cohort year.

## Math

Table 4a. Remedial Progress Rates for Math

	2005-2006 by 2010-2011	2006-2007 by 2011-2012	2007-2008 by 2012-2013	2008-2009 by 2013-2014	2009-2010 by 2014-2015
Cohort Size	3,129	3,068	3,270	3,517	3,599
% Progressed Math	28.2%	29.2%	28.7%	26.7%	27.8%

Over the last five years, an average of 28% of basic skills math students completed a college-level math course within six years. The College improved on this metric by 1.1% when comparing the performances for the 2008-2009 and 2009-2010 cohorts. The impact of more recent efforts to improve basic skills math course completion (for example accelerated math courses) may not be reflected in the data as the methodology is focused on the performance of students before 2010-2011.

## English Writing

Table 4b. Remedial Progress Rates for English Writing

	2005-2006 by 2010-2011	2006-2007 by 2011-2012	2007-2008 by 2012-2013	2008-2009 by 2013-2014	2009-2010 by 2014-2015
Cohort Size	3,262	3,130	3,338	3,546	3,674
% Progressed Engl	42.6%	43.7%	42.8%	41.8%	46.6%

Over the last five years, the percentage of basic skills English students who successfully completed a college-level English course improved by 4%, from 42.6% for the 2005-2006 cohort to 46.6% for the 2009-2010 cohort. The improvement for this metric may be attributed to recently implemented strategies and programs to improve the success of basic skills students, including accelerated courses, a summer bridge program, and a first-year experience program. The remedial progress rate saw a three-year increasing trend from 2004-2005 to 2006-2007.

## ESL

Table 4c. Remedial Progress Rates for ESL

	2005-2006 by 2010-2011	2006-2007 by 2011-2012	2007-2008 by 2012-2013	2008-2009 by 2013-2014	2009-2010 by 2014-2015
Cohort Size	347	327	305	388	365
% Progressed ESL	61.7%	62.1%	58.7%	65.7%	50.7%

Over the last five years, the percentage of basic skills ESL students who successfully completed a college-level ESL or English course decreased by 11%, from 61.7% for the 2005-2006 cohort to 50.7% for the 2009-2010 cohort. The decline may be related to several efforts that were implemented by the ESL department beginning in Fall 2011, including:

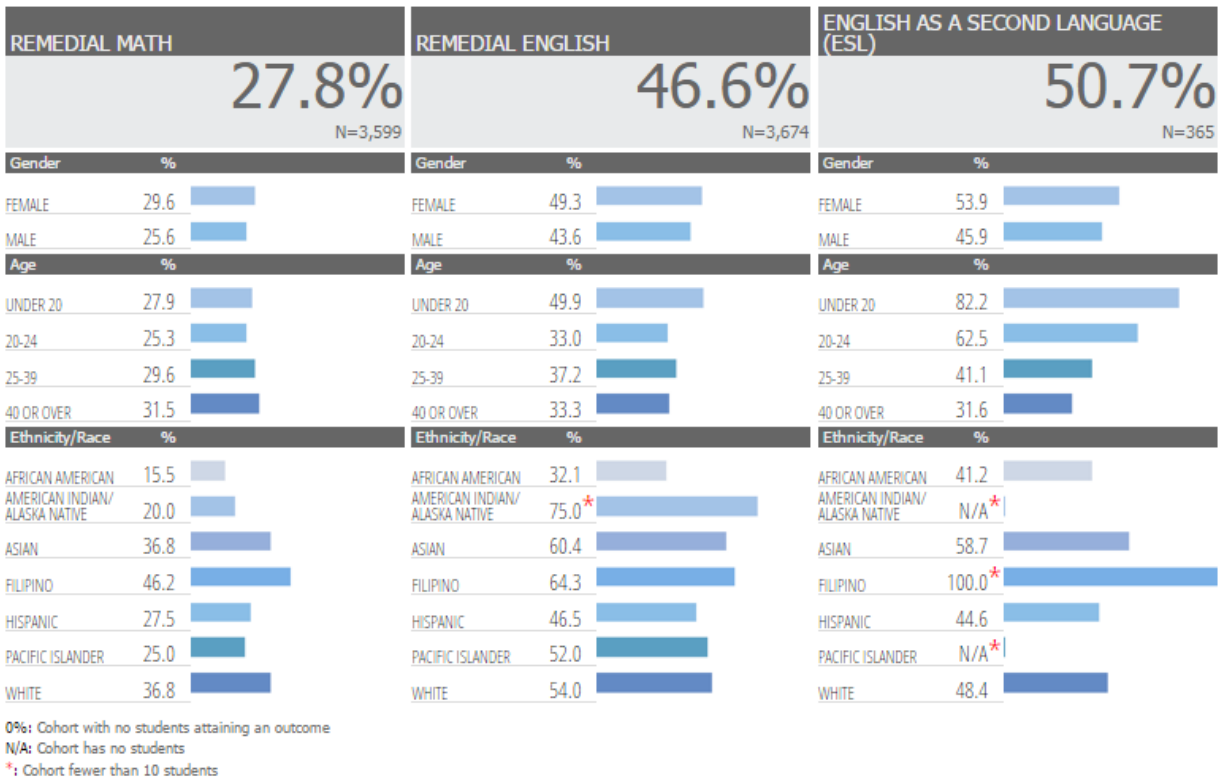
- Common mid-term and final exams that are normed and graded together using a common rubric;
- Increased efforts to report students who cheat and assigning zero grades on the assignments in which they cheat; and,
- Departmental dialogue focused on learning outcomes and preventing grade inflations.

These efforts resulted in a decrease in overall success rates in ESL courses, and likely negatively impacted the College's performance on this metric for the most recent cohort.

The following figure describes the remedial progress rates by student demographic (gender, ethnicity/race, age) and discipline.

## Remedial/ESL

Percentage of credit students tracked for six years through 2014-15 who first enrolled in a course below transfer level in English, mathematics, and/or ESL during 2009-10 and completed a college-level course in the same discipline.



The College performed the best on the remedial ESL progress rate (50.7%) metric when compared with the English (46.6%) and math (27.8%) metrics. Female students progressed at higher rates for all three disciplines when compared to their male counterparts. The youngest student group (age under 20) progressed at the highest rates in terms of English and ESL progress; however, the pattern did not hold true for the math metric. Asian and Filipino students progressed through the course sequence for all three disciplines at higher rates than other ethnicity/race groups.

## Career Technical Education (CTE) Rate

The CTE rate describes the percentage of CTE students who successfully completed a degree, certificate, or transfer-related outcome within six years.

### Denominator (Cohort):

SMC students who met the following criteria were included in the cohort:

- First-time college student at SMC;
- Reported a valid SSN; and,
- Earned eight or more credit units in a single discipline at SMC and/or anywhere in the system during the first three years of enrollment.
  - At least one of the courses is designated as “clearly” or “advanced” occupational; and,
  - Units earned in courses with same 2-digit vocational TOP code.

### Numerator (Outcome):

Students in the cohort who met the following criteria within six years of entering the CCC system for the first time were counted as having completed a CTE outcome:

- Earned an Associate of Arts or Science degree at any CCC (California Community College);
- Earned a Chancellor’s Office approved Certificate of Achievement at any CCC;
- Transferred to a four-year institution;
- Completed of apprenticeship; and/or,
- Completed 60 or more UC/CSU transferable units with a GPA of 2.0 or higher anywhere in the CCC system.

The following table describes the overall CTE completion rates by cohort year.

Table 5. CTE Rates

	2005-2006 by 2010-2011	2006-2007 by 2011-2012	2007-2008 by 2012-2013	2008-2009 by 2013-2014	2009-2010 by 2014-2015
Cohort Size	1,855	1,989	2,203	2,421	2,357
% Completed CTE	53.7%	51.0%	48.5%	46.9%	49.3%

Approximately half of CTE students complete a CTE outcome within six years of entering the CCC system. The CTE completion rate decreased by 4.4%, from 53.7% for the 2005-2006 cohort to 49.3% for the 2009-2010 cohort. During the statewide budget crisis of 2008-2014, the College experienced reductions in course offerings and counseling hours which may negatively impact students’ ability to complete a degree or certificate or transfer to a four-year institution in future cohorts.

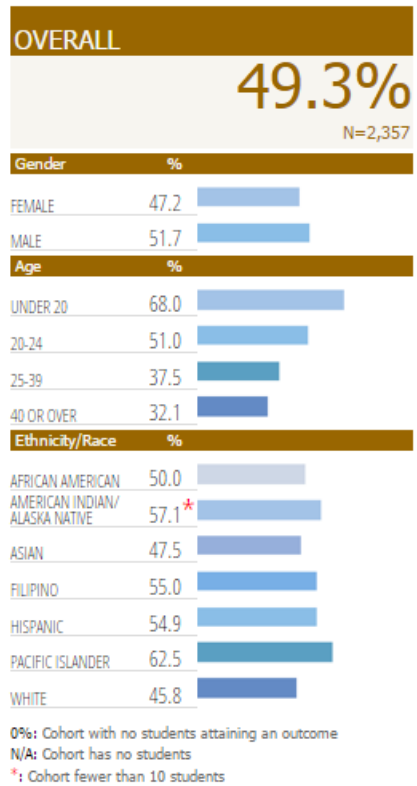
This scorecard metric does not take into account students who achieved a departmental certificate. Departmental certificates are short-term certificates of achievement that typically require fewer units for completion than Chancellor’s Office approved certificates of achievement. Departmental certificates are currently not reported to the CCCCO, and therefore, are not counted toward completion.

In addition, the data do not reflect the revised SAM codes for CTE courses which may have negatively affected the College’s performance on this metric. During the 2014-2015 academic year, the CTE faculty worked to clean up inaccurate codes. The College will submit the revised codes to the Chancellor’s Office next academic year (2015-2016).

The following figure describes the CTE rates by student demographic (gender, ethnicity/race, age).

## Career Technical Education

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 2009-10 tracked for six years through 2014-15 who completed a degree, certificate, apprenticeship or transfer-related outcomes.



Male students experienced higher CTE completion rates (51.7%) when compared to female students (47.2%). In general, the youngest students (68.0%), Pacific Islander (62.5%), and Hispanic (54.9%) students performed the best in terms of CTE completion.

## Career Development & College Preparation (CDCP) Rate

The CDCP rate describes the percentage of CDCP who successfully completed a degree, certificate, or transfer related outcome within six years.

### Denominator (Cohort):

SMC students who met the following criteria were included in the cohort:

- First-time college student at SMC;
- Reported a valid SSN; and,
- Enrolled in at least two or more CDCP courses, with a minimum of 4 attendance hours in each of those courses within three years of initial enrollment.
  - CDCP course is defined as a non-credit course classified as a workforce preparation or basic skills (including ESL) necessary to participate in job-specific technical training.

### Numerator (Outcome):

Students in the cohort who met the following criteria within six years of entering the CCC system for the first time were counted as having completed a CTE outcome:

- Earned a CDCP certificate;
- Earned an Associate of Arts or Science degree at any CCC (California Community College);
- Earned a Chancellor’s Office approved Certificate of Achievement at any CCC;
- Transferred to a four-year institution; and/or,
- Completed 60 or more UC/CSU transferable units with a GPA of 2.0 or higher anywhere in the CCC system.

The following table describes the overall CDCP rates by cohort year (as reported on the scorecard) as well as the recalculated rate which includes the students without valid SSNs. The scorecard only included data for the 2006-2007, 2007-2008, 2008-2009, and 2009-2010 cohorts.

Table 6a. Original and Recalculated CDCP Rates

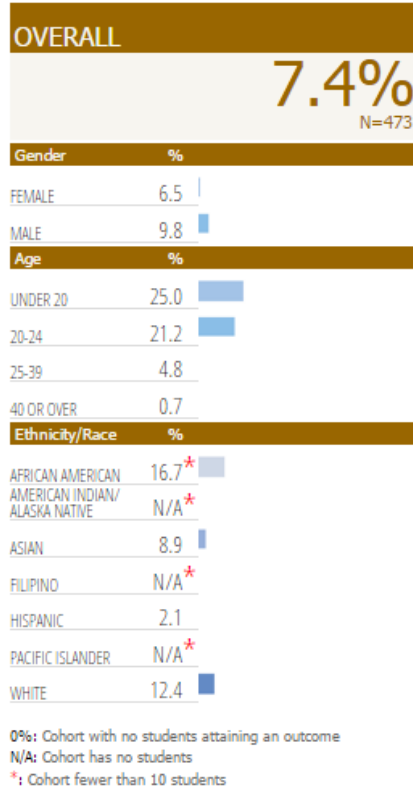
	2006-2007 by 2011- 2012	2007-2008 by 2012- 2013	2008-2009 by 2013- 2014	2009-2010 by 2014- 2015
Cohort Size	391	370	503	473
% Completed CDCP	7.2%	7.6%	7.0%	7.4%

In 2009-2010, the college’s CDCP rate was 7.4%, which indicates that approximately 7 out of 100 students who enrolled in at least two non-credit courses achieved a certificate, degree, and/or transfer outcome within six years. The rate has remained relatively stable over the last four years. Overall, SMC offers a very small number of non-credit CDCP courses. CDCP course enrollments represent approximately 2 to 3% of all course enrollments.

The following figure describes the CDCP rates by student demographic (gender, ethnicity/race, age).

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

Percentage of students tracked for six years through 2014-15, who started first time in 2009-10 in a Career Development and College Preparation course and completed a degree, certificate or transfer-related outcomes.



The youngest groups of students (under 20) (25.0%), male (9.8%), and African American students (16.7%) perform at the highest rates when compared to their counterparts.



## Skills Builder

The skills builder metric describes the median percentage change in wages for students who completed a higher level CTE coursework in 2012-2013 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.

### CTE Cohort:

SMC students who met the following criteria were included in the cohort:

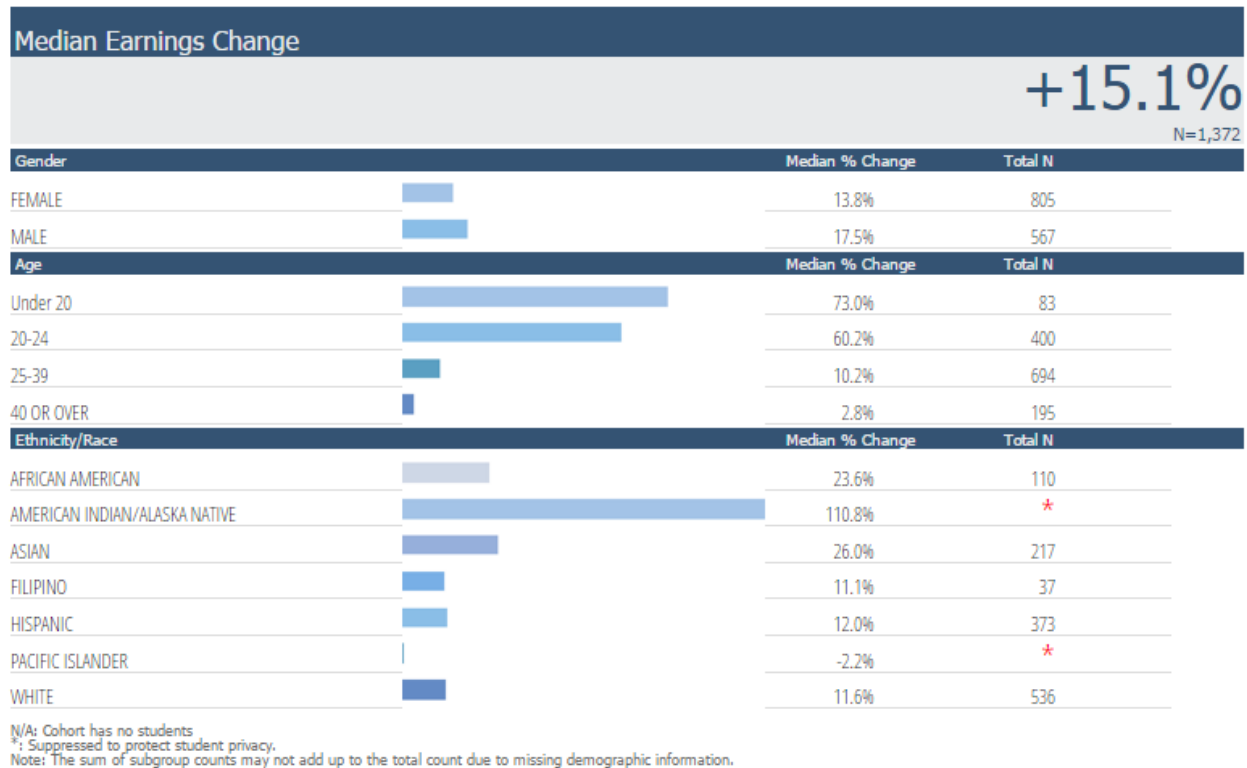
- Completed 0.5 or more units in 2012-2013 where at least some units completed had a SAM code of A (apprenticeship), B (advanced occupational), or C (clearly occupational);
- Was not enrolled anywhere in the system the following academic year (2013-2014) and did not earn an award or transfer to a four year college the year of enrollment or the following year;
- Did not fail any CTE coursework in the year of enrollment (2012-2013); and
- Reported a valid SSN.

**Outcome:** Annual information adjusted median percentage change in earnings (1 year before or 2011-2012 to 1 year after or 2013-2014) for all students in the cohort.

This metric was reported for the first time in the current (2016) Scorecard.

### Skills Builder

The median percentage change in wages for students who completed higher level CTE coursework in 2012-2013 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.

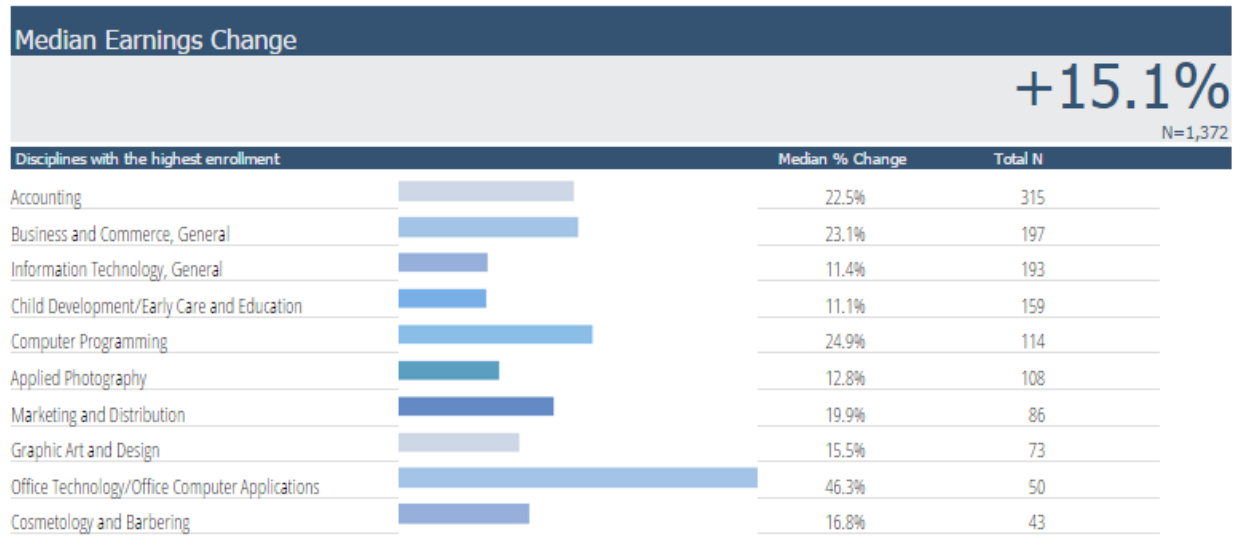


Male students, the youngest student groups, African American, and Asian students experienced the largest median percentage gain in wage.

The following figure describes the median earnings change by discipline.

## Skills Builder

The median percentage change in wages for students who completed higher level CTE coursework in 2012-2013 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.



\*: Cohort fewer than 10 students

Students who enrolled in higher-level office technology/office computer applications courses but did not complete a traditional CTE outcome experience the largest wage gain in terms of median percentage change one year after leaving college (46.3%).