



## **Executive Summary**

### **Unprepared Students from the 2013 Student Success Scorecard**

#### **Introduction**

The state-wide ranking of unprepared students, by college, was requested as a follow up to the presentation of the 2013 Student Success Scorecard. Unprepared students are defined as students whose first Math or English course was below college level, whereas prepared students are defined as students whose first Math or English enrollment is at college level.

#### **LACCD Characteristics**

LACCD colleges account for five of the top ten colleges having the highest proportion of unprepared students statewide. Overall, 85% of students within the LACCD are unprepared; statewide, the proportion of unprepared student is 73%. Within the LACCD, Trade-Tech ranks highest in the state in percentage of unprepared students (94%), while Harbor and Pierce have the lowest proportion of unprepared students (78% and 79%, respectively).

The Scorecard showed that the completion rate for unprepared LACCD students is lower (36%) than the statewide average (41%), indicating local gaps in remediating unprepared students. Scorecard data also supports the theme that colleges having high rates of Remedial Progress in English and Math also tend to have high completion rates for unprepared students.

The academic preparation of LACCD students is directly related to the performance of their feeder high schools. The Academic Performance Index (API) scores of high schools from which most LACCD students are drawn are below the state average; only three LACCD colleges (Harbor, Pierce, and Valley) draw students from high schools at or above the statewide average API. Moreover, nearly half of LACCD students are first-generation college students.

#### **Recommendations**

District staff conducted an examination of the relationship between underprepared student's progress and completion rates, and the offering of core remedial services. Comparisons were then made using State information to determine how well LACCD services are aligning with the local population of unprepared students. From that, it appears that LACCD's provision of core services to unprepared students, particularly basic skills sections at lower class levels, is lagging behind student need. This situation has been exacerbated by recent budget reductions.

It is recommended that colleges continue to assess their provision of core services to ensure they are sufficiently provided to unprepared students. This review may also enhance the effectiveness of student success initiatives and strategies.