

MiraCosta College

Student Success Metrics



Presentation to the Board of Trustees
November 18, 2021

PAGE 2

MiraCosta College Student Success Metrics

Student Success & Institutional Effectiveness

- **CA Community College Chancellor's Office Vision for Success-systemwide goals**
- **Accrediting Commission for Community and Junior Colleges Institution-Set Standards** – required that colleges set a baseline and aspirational goal and revisit those regularly to promote improvement.
- **Guided Pathways Metrics** – Board of Trustee's Leading & Lagging Indicators



CCCCO Vision for Success

Adopted in 2017, the *Vision for Success* was designed to help the colleges restructure, putting the student experience and equity front and center. Five goals comprise the *Vision for Success*: (1) Increase completion of degrees/certificates; (2) Increase transfers to UC and CSU; (3) Decrease the average number of units accumulated by degree earners; (4) Increase the number of CTE students employed in their field; and (5) Reduce equity gaps.

MiraCosta College Student Success Metrics

Vision for Success

Statewide Goals are measured through the Student Success Metrics

Student Success Metrics focus on student educational journeys from recruitment to completion, not on functional divisions, grants, or funding sources.

- All Students
- Degree/Transfer Students
- Adult Education/ESL
- Short-Term Career Education
- Undecided Other

Vision for Success

CCCCO Target	Goal	MC Baseline 2016-17	MC Target Percent	MC Target by 2022	2019-20
↑ by 20%	Completion: Associate Degrees (with ADTs)	1,127	20%	1,352	1,559
↑ by 20%	Completion: CCCC-Approved Certificates	992	20%	1,190	1,399
↑ by 20%	Completion: Attained the Goal Completion Definition (Certificate, AA/AS, or BA/BS)	1,287	15%	1,480	1,739
↑ by 35%	Transfer: Associate Degrees for Transfer (ADTs)	228	15%	262	504
↑ by 35%	Transfer: UC/CSU Transfer	1,224	5%	1,285	1,280*

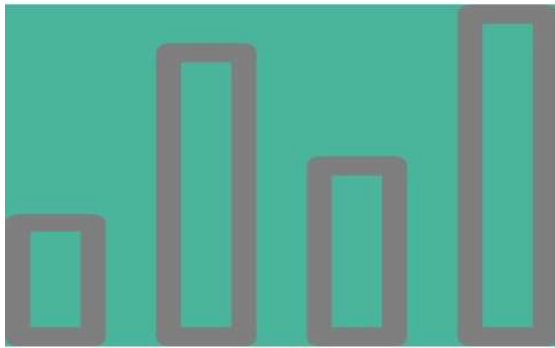
*Transfer data for 2019-20 not available yet; this is 2018-19 data.

Vision for Success

CCCCO Target	Goal	MC Baseline 2016-17	MC Target Percent	MC Target by 2022	2019-20
↓ to 79 units	Unit Accumulation: Average Units Per Degree	82	N/A	79	75
↑ by 10%	Workforce: Median Annual Earnings	\$27,268	10%	\$29,995	\$28,832*
↑ by 10%	Workforce: Living Wage (# of Exiting Students)	1,452	5%	1,525	1,390*
↑ to 76%	Workforce: Exiting CE Students Employed in Field of Study	77%	79%	N/A	73%**

* Metrics derived from the EDD Unemployment Insurance wage file lag by one year; this is 2018-19 data.

** Metrics derived from the CTE Outcomes Survey lag by two years; this is 2017-18 data.



ACCJC Institution-Set Standards

The College must establish criteria and processes to determine appropriate, institution-set standards for student achievement appropriate to its mission, including standards for course completion, program completion, transfer, and job placement rates. The metrics both monitor and challenge institutional performance. Therefore, the College establishes standards as a “floor” for performance, whereas the College also sets “stretch goals” for which to strive.

MiraCosta College Student Success Metrics

ACCJC Institution-Set Standards

Metric	Institution-Set Standard	2015-16	2016-17	2017-18	2018-19	2019-20	Stretch Goal
Course Completion	66%	72%	73%	73%	73%	74%	77%
# of Degrees	1,539	1,404	1,344	1,653	2,048	2,141	1,769
# of Certificates	1,385	396*	346*	1,521	1,750	1,680	1,967
# of Bachelor's	19	N/A	N/A	N/A	21	22	27
# of Transfers	1,240	1,282	1,413	1,318	1,403	1,388	1,585

* Excludes IGETC and CSU certificates.

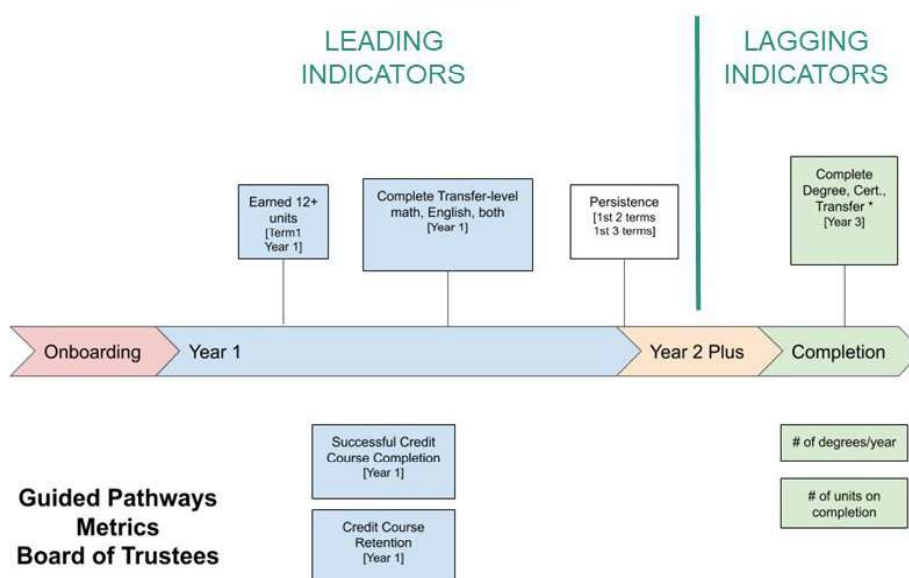


Guided Pathways Metrics

The Guided Pathways metrics were designed to capture progression along students' educational journey from onboarding to completion and/or transfer. The metrics pinpoint critical milestones and accomplishments that serve as leading indicators for completion. As such, these analyses follow cohorts of first-time students to track progress and identify possible barriers to completion.

MiraCosta College Student Success Metrics

Guided Pathways Metrics



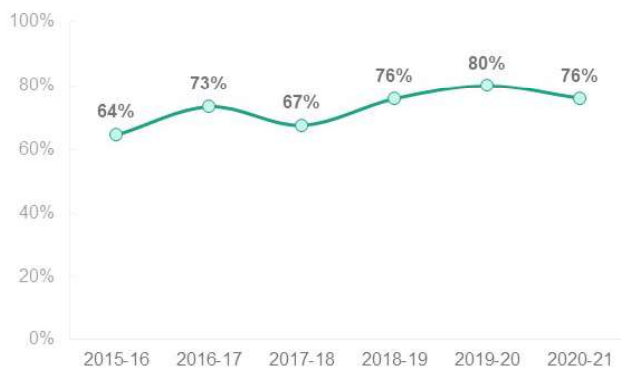
Guided Pathways Metrics



Guided Pathways Overview All Students (2017-18 Cohort)

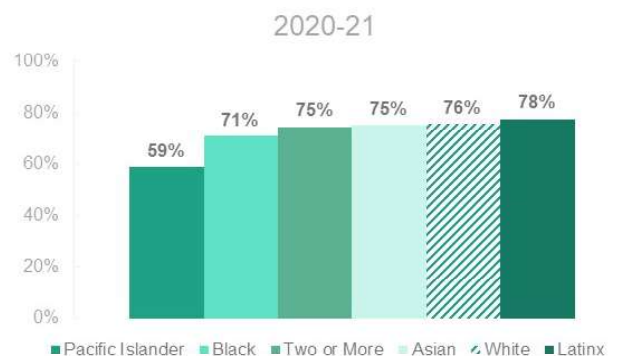


Completed Matriculation (in first term)



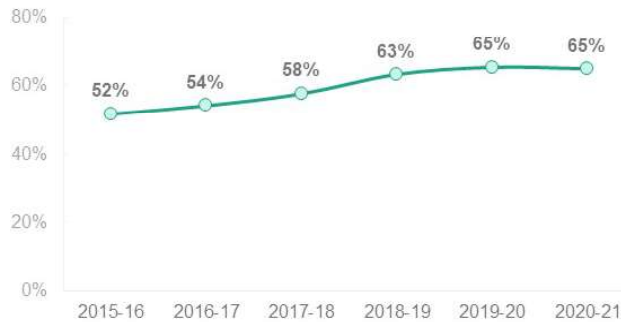
- Steady gains over the past five years were interrupted by COVID last year

- No DI by race/ethnicity for last three cohorts
- Older students (>30 years) typically experience DI, but equity gaps for 25-30 year old students disappeared in the last two cohorts



Attempted / Completed 12 Units (in first term)

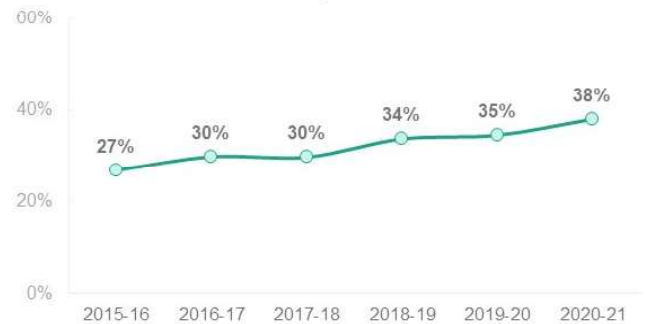
Attempted



- Steady gains have occurred since 2015-16 with a 13 percentage point increase in the percent of students attempting 12 or more units.
- Students 25+ years old less likely to attempt 12 units.

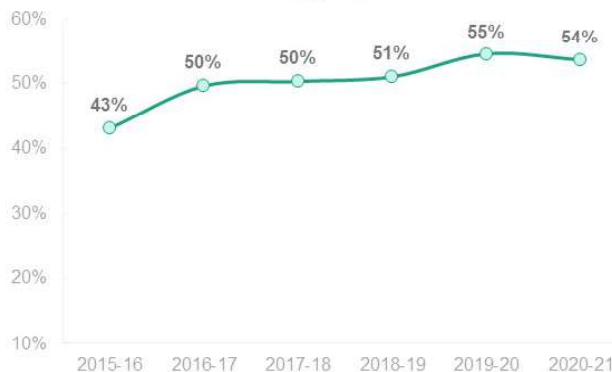
- The percentage of students who have completed 12 or more units has increased by over 9 percentage points.

Completed



Transfer English & Math Completion (1 Year)

English



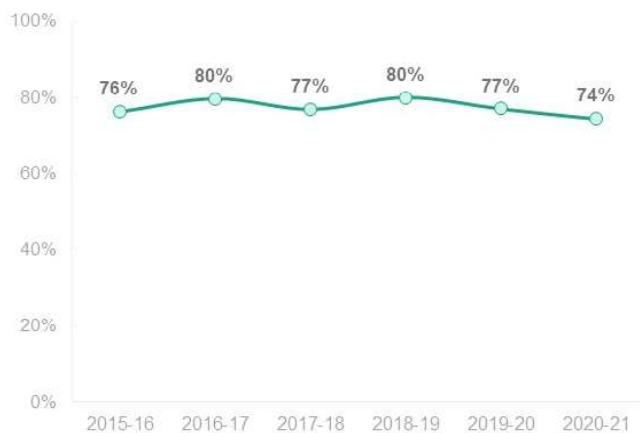
- Transfer-level English completion rates have grown 12 percentage points since 2015-16.
- Black/AA students have shown the greatest increase (+75%).

Math



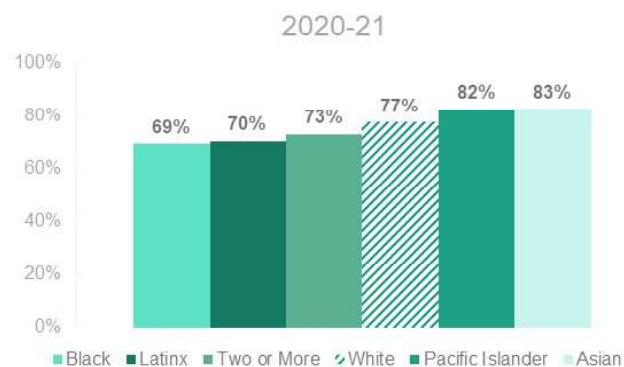
- Transfer-level math completion rates have more than doubled since 2015-16.
- Increases highest among Black/AA (+218%) and Latinx students (+133%), but equity gaps remain.

Fall-Spring Persistence Rates

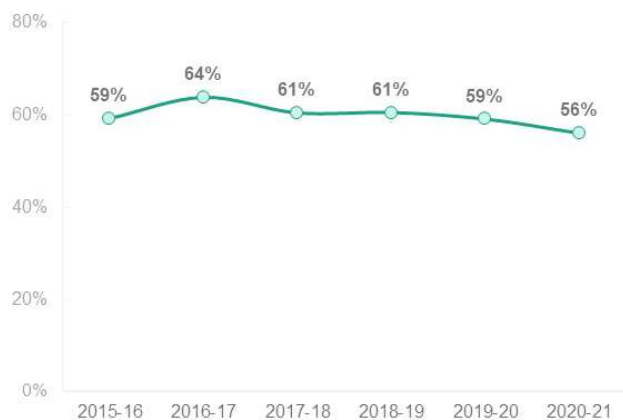


- Fall-Spring Persistence Rates fell by 3 percentage points in the last cohort (and down 6% since the high of 80% in 2018-19).
- The decrease was largest for 18-30 year old students.

- Fall-Spring Persistence Rates fell by 3 percentage points in the last cohort (and down 6% since the high of 80% in 2018-19).
- DI for Latinx male students in 2020-21.
- Improvement for AA/Black female students since 2017-18, but not for AA/Black male students.

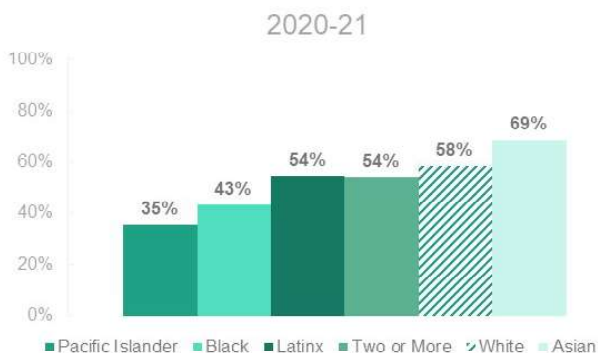


Fall-Fall Persistence Rates

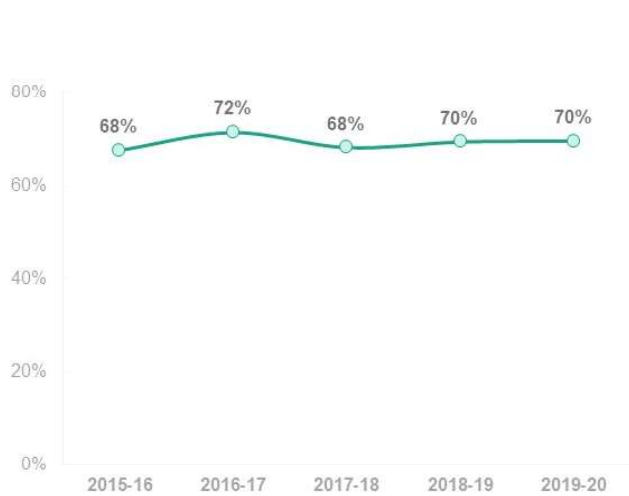


- Fall-Fall Persistence Rates have fallen since the pandemic hit in Spring 2020.
- The decline has been driven by decreases in the 18-24 year old age category (25+ years has actually increased since 2018-19).

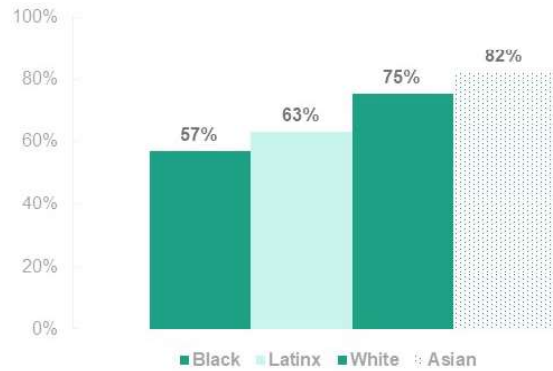
- Fall-Fall Persistence Rates of Black/AA students have been consistently lower than those of their peers.
- DI is primarily with Black/AA and Latinx male students, particularly in the last two cohorts.



Course Success Rates (in first year)

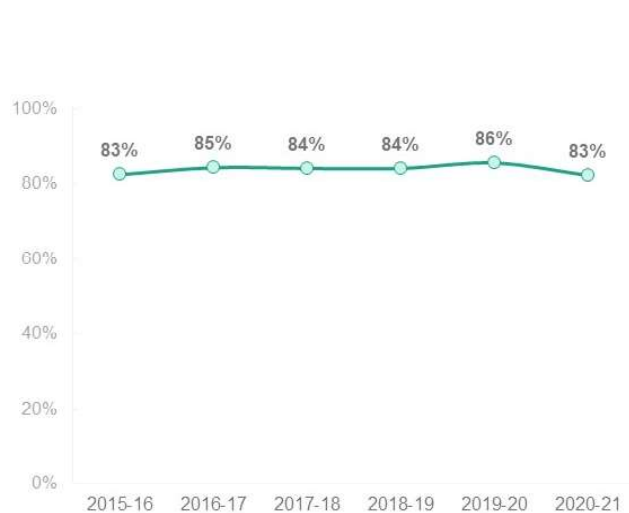


2019-20

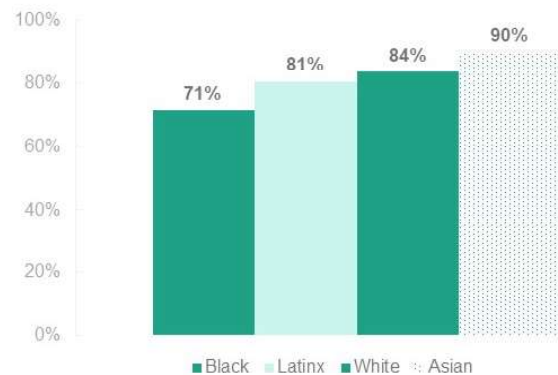


- Latinx and Black/AA students have consistently lower course success rates than their white or Asian peers
- These equity gaps have not narrowed over time

Course Retention Rates (in first year)



2020-21



- While Latinx and Black/AA students have consistently lower course success rates than their white or Asian peers, these equity gaps were narrowing over time
- COVID withdrawals, however, were higher among Latinx and Black/AA students in 2020-21

Educational Goal Completion (3-Year)



- Latinx students experience disproportionate impact for transferring within three years.



- Asian and White students are consistently above the average while Black/AA and Latinx students are below the average in attainment of any award at the end of three years.
- Latinx male students experience disproportionate impact across all four cohorts.



Strategies to Impact Metrics

Highlight of current strategies from the Educational Master Plan designed to impact these student success metrics.

Strategies for Success

Redesigning the Student Experience (Guided Pathways)

- Academic & Career Pathway Success Teams
- Intentional First Year Experience to provide career and education planning
- Holistic student support and connections
- Monitoring student progress toward completing programs of study
- Peer mentoring & Academic Success Coaching
- Clear program maps programs for students that provide semester-by-semester course sequences
- Student case management and advising processes and implement a technology solution for proactive student advising and early alert to provide just-in-time support

Strategies for Success

Campus Assessment, Resources, and Education (CARE) Program

Focused on student basic needs by:

- Embracing a holistic and seamless approach to student learning and success
- Connection to community resources in the areas of childcare, food, employment, financial, health/medical, housing, legal aid, mental health, technology, and transportation
- Building connections for students with community organizations to ensure there is a “warm handoff” to ensure their long-term personal and academic success.

Strategies for Success

Academic Success and Equity Programs: MANA, Puente, Umoja, RAFFY, UPRISE

Providing tailored interventions and culturally relevant services for Native Hawaiian/Pacific Islander, Latinx (Hispanic), Black/African American, former Foster Youth, and Undocumented/mixed status students

Continue to implement AB705

Utilize embedded tutoring model to ensure equitable outcomes in math and English completion

Educational Master Plan Update

Questions?

Presented by Christopher Tarman