

MSJC 2016

Student Success Scorecard

Presentation to the
Mt. San Jacinto College Board of Trustees
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Student Success Scorecard

California Legislation, Education Code, Title 3, Division 7, Part 50, Chapter 5, Article 2, 84754.5. Pursuant to provisions of Chapter 581 of the Statutes of 2004,

... annual evaluation of district-level performance in meeting statewide educational outcome priorities.

- In CCC Board of Governors commitment to **increase transfer and degree and certificate attainment** has established a performance measurement that tracks student success at all 113 community colleges.
- The scorecard provides statewide **transparency and accountability on student progress and success metrics**.
- The scorecard provides insight into how colleges are performing in **remedial instruction, job training programs, retention of students and graduation and completion rates**.
- Data is reported by **gender, age, and ethnicity**. Colleges, students and the public can also better determine if colleges are narrowing achievement gaps
- SSS tracks selected cohorts of students for 6 years, cohort selection is dependent upon each metric criteria.

Link to scorecard: <http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=941>

Student Success Scorecard

Cohorts

Who is tracked?

- 1. First Time Students** – First time students who show an intent to complete. Must complete a minimum of 6 units and attempt Math or English within first 3 years to be included in the cohort.
- 2. Remedial Students** – Students who make a first attempt in a course below college transfer level in any of the three subject area cohorts; Math, English, or ESL. Students can be in one or all three subject area cohorts.
- 3. Career Technical Students (CTE)** – First time CTE students who show an intent to complete a CTE program. Must complete at least eight units in a single CTE discipline within first three years of enrollment.

Student Success Scorecard

Metrics

What is Measured?

1. **Persistence** - Students with sustained enrollment are **more likely to succeed**. Defined as, enrollment in 3 consecutive primary terms.
2. **Complete At least 30 units** - Tend to be positively **correlated with completion**.
3. **Completion** - Completed a **degree, certificate, or transfer**

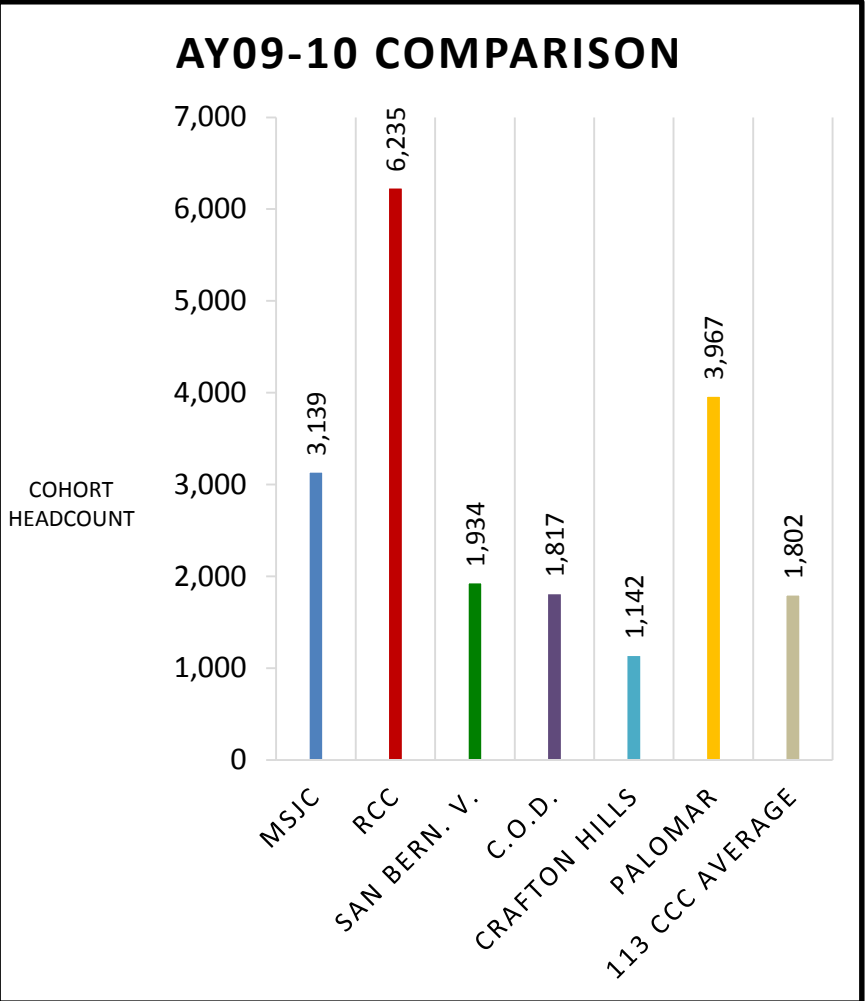
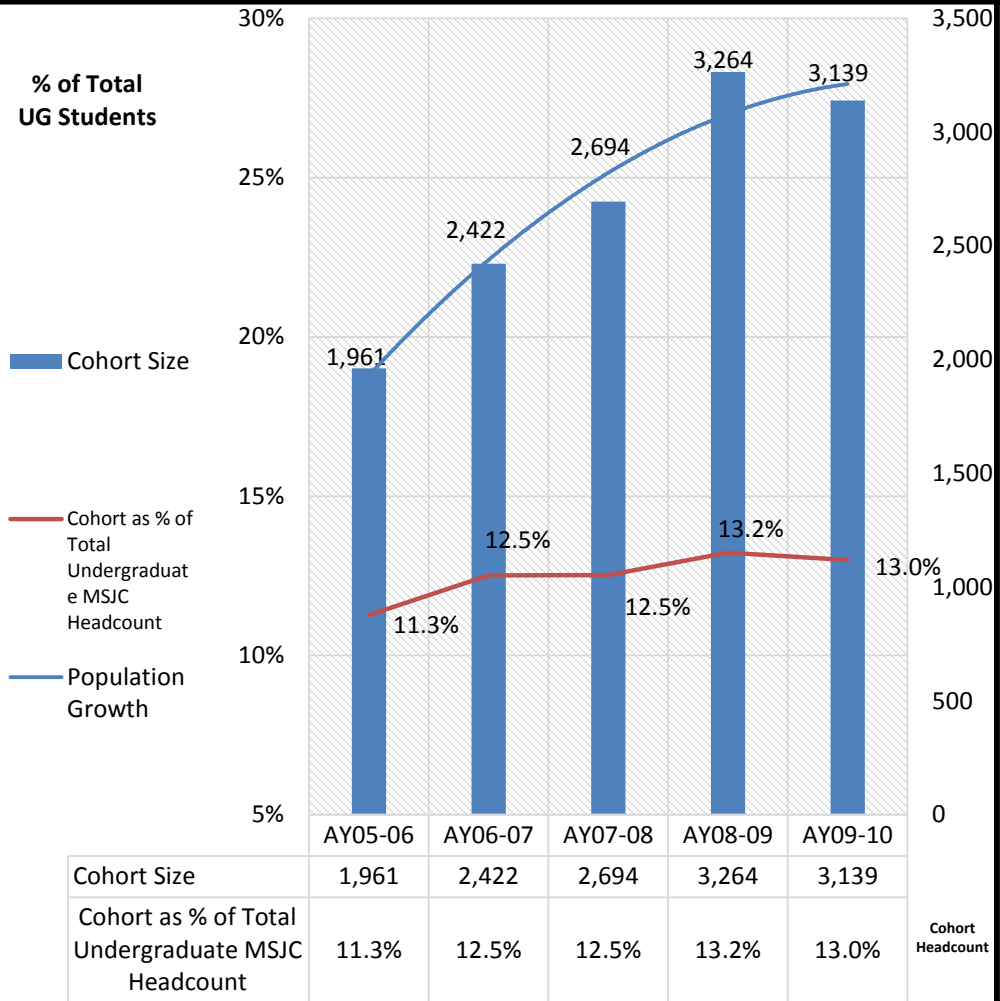
4. **Remedial** - Started below transfer level in English, Math and /or ESL & **completed a college-level course** in the same discipline

5. **Career Technical Education** - Completed several courses classified as career technical in a single discipline & **completed a degree, certificate or transferred**

Cohort Size & Ratio of Total Student Body

Count of first-time degree and/or transfer-seeking students tracked for six years

First Time Students who attempt Math and English and complete at least 6 units in first 3 years.



Note: Cohort consists of 1st time students with at least 6 units earned who attempted any Math or English in their first three years

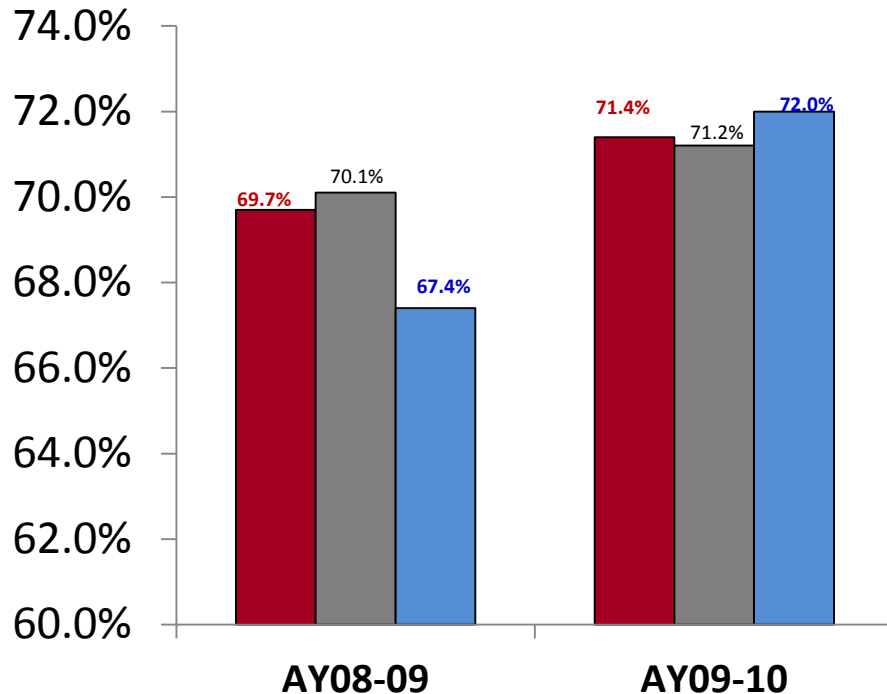
1. Persistence

**% of degree and/or transfer-seeking students tracked for six years
who enrolled in the first three consecutive terms.**

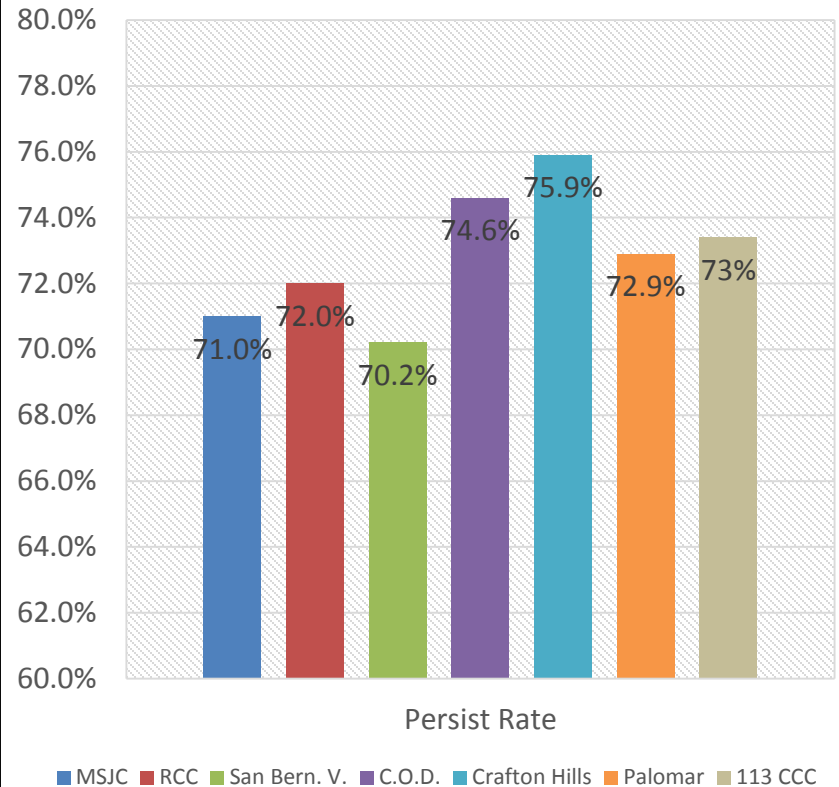
Research shows that students with sustained enrollment are more likely to succeed.

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■ Overall ■ Remedial ■ College Prepared



AY09-10 Cohort Comparison



Note: Consist of 1st time students with at least 6 units earned who attempted any Math or English in the first 3 years

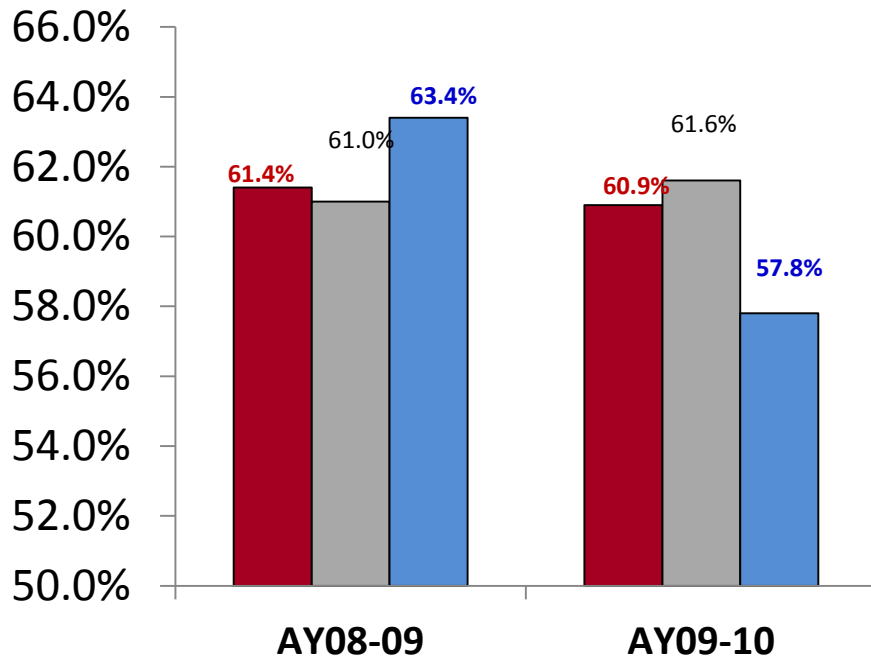
2. At least 30 Units

% of degree and/or transfer seeking students tracked for six years
who achieved at least 30 units

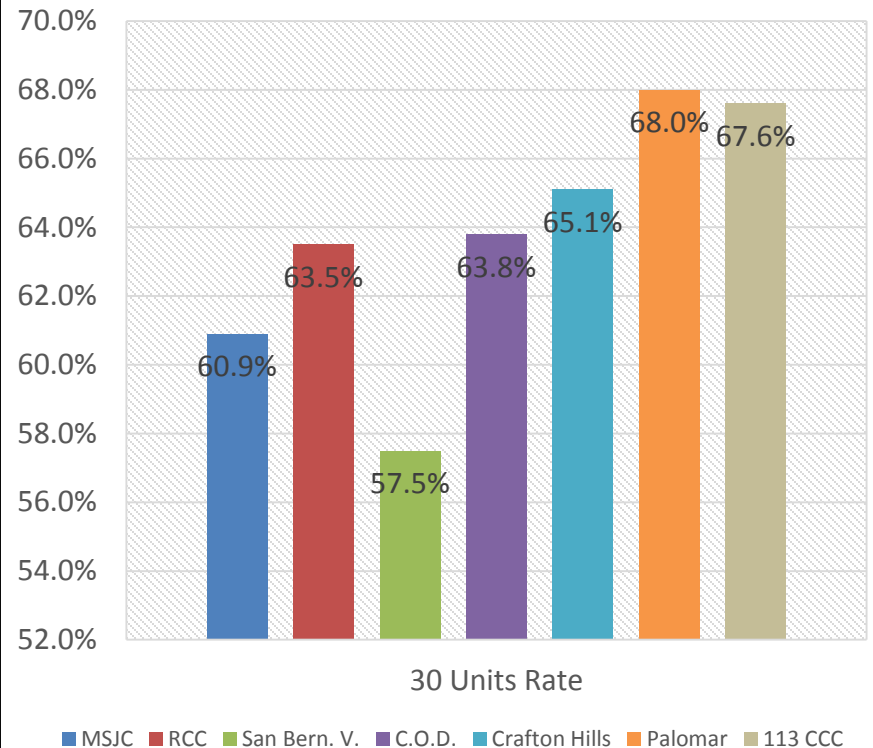
Credit accumulation, 30 units specifically, tend to be positively correlated with completion

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■ Overall ■ Remedial ■ College Prepared



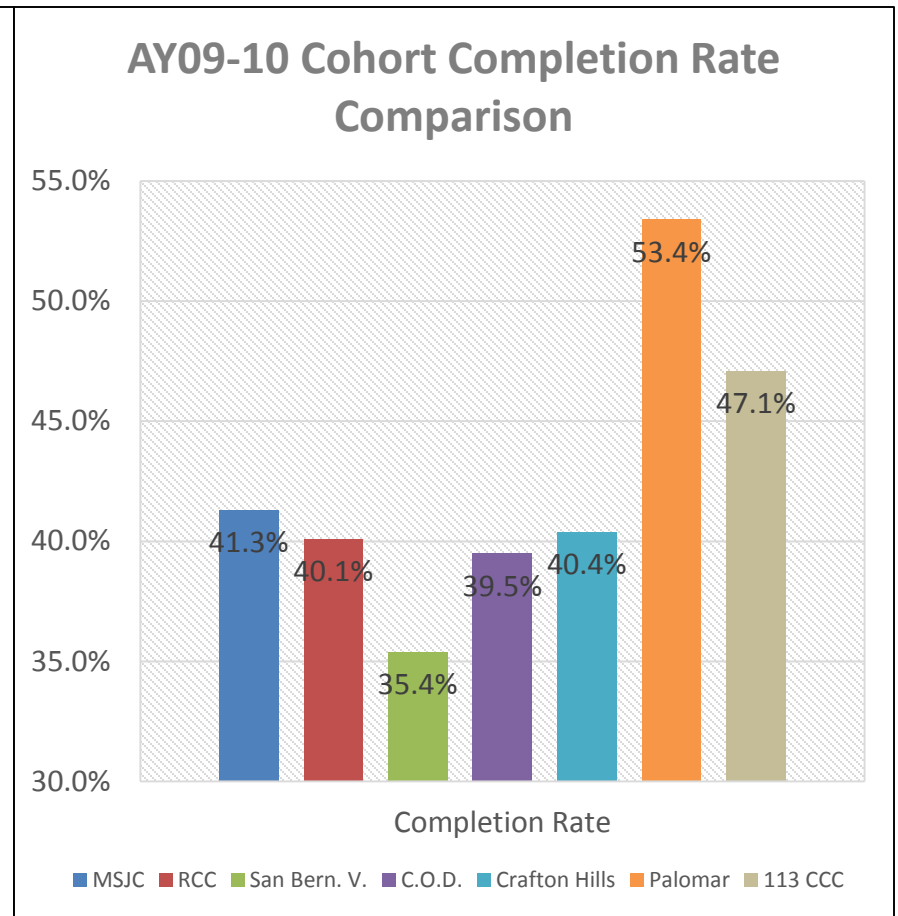
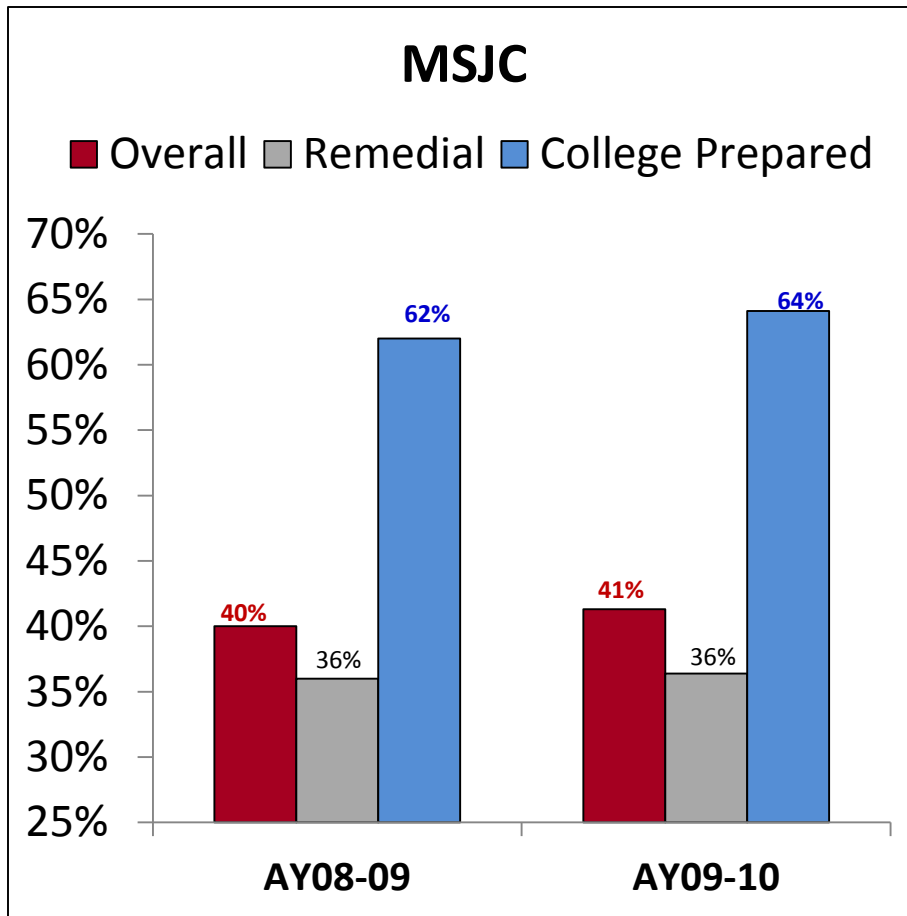
AY09-10 Cohort Comparison



Note: Consists of 1st time students with at least 6 units earned who attempted any math or English in the first three years

3. Completion

% of degree and/or transfer-seeking students tracked for six years who completed a degree, certificate or transfer related outcomes



Note: Consist of 1st time students with at least 6 units earned who attempted any math or English in the first three years

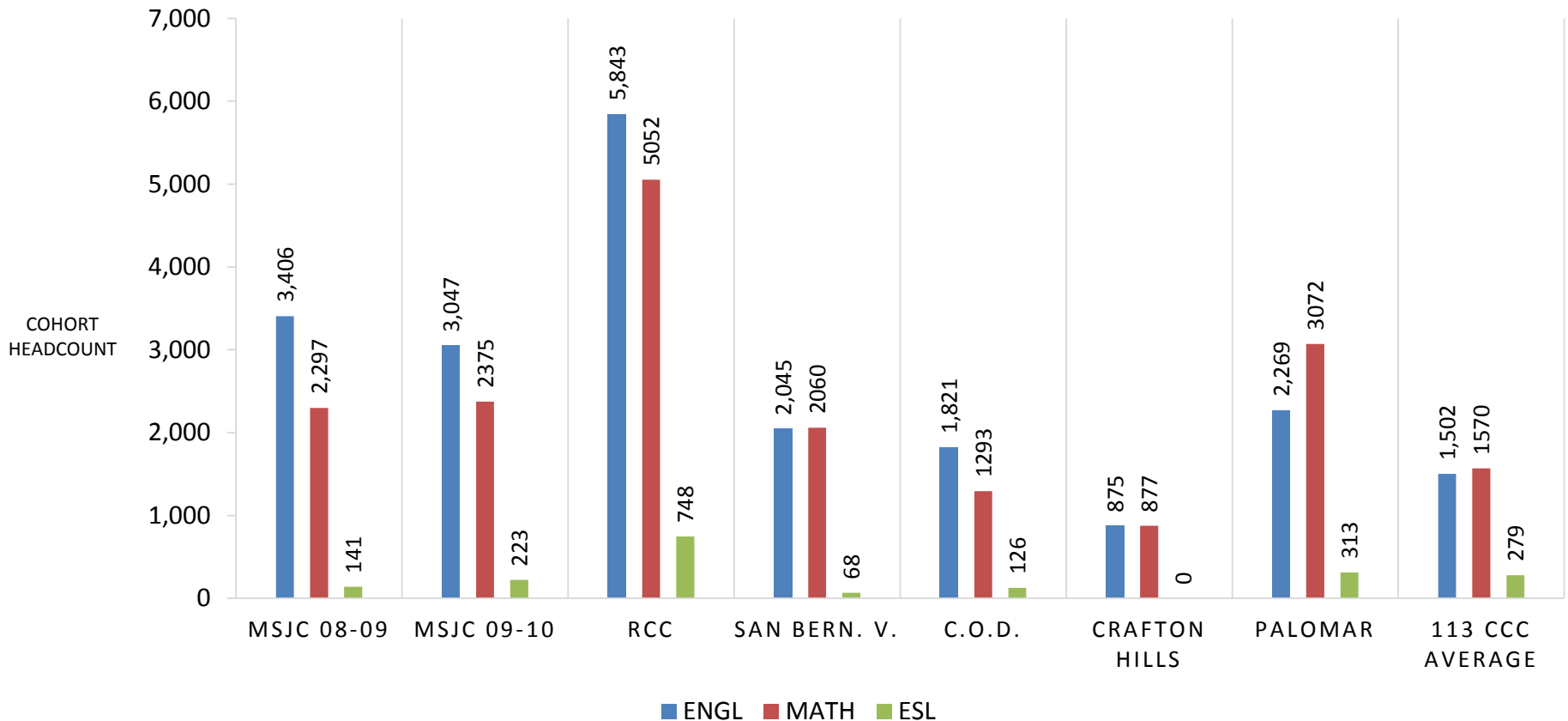
Remedial Cohorts

Students tracked for six years who

started below transfer level in English, Math, and/or ESL

The cohort is defined as the year the student “first” attempts a course at any level below transfer.

AY09-10 COMPARISON COHORTS

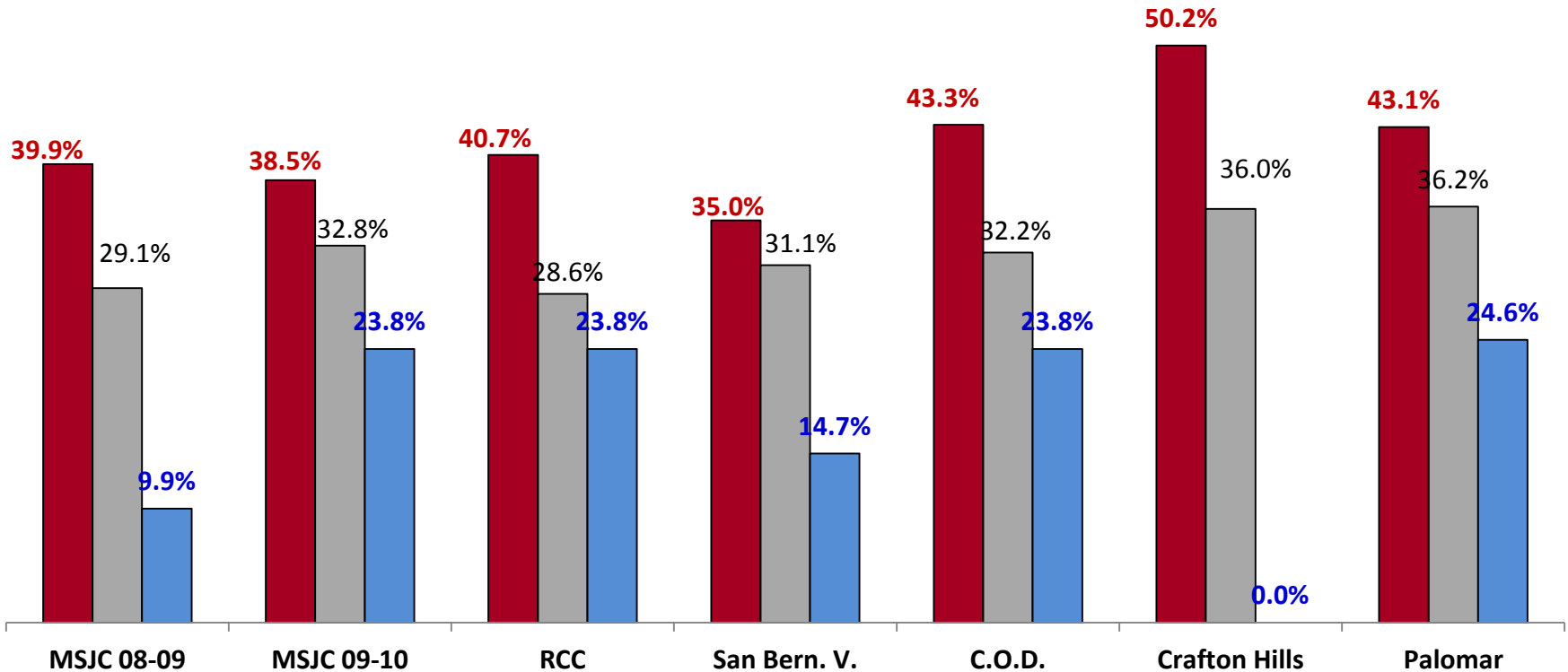


4. Remedial

% of credit students tracked for six years who **started below transfer level in English, math, and/or ESL and completed a college-level course in the same discipline**

AY09-10 Transition Rate

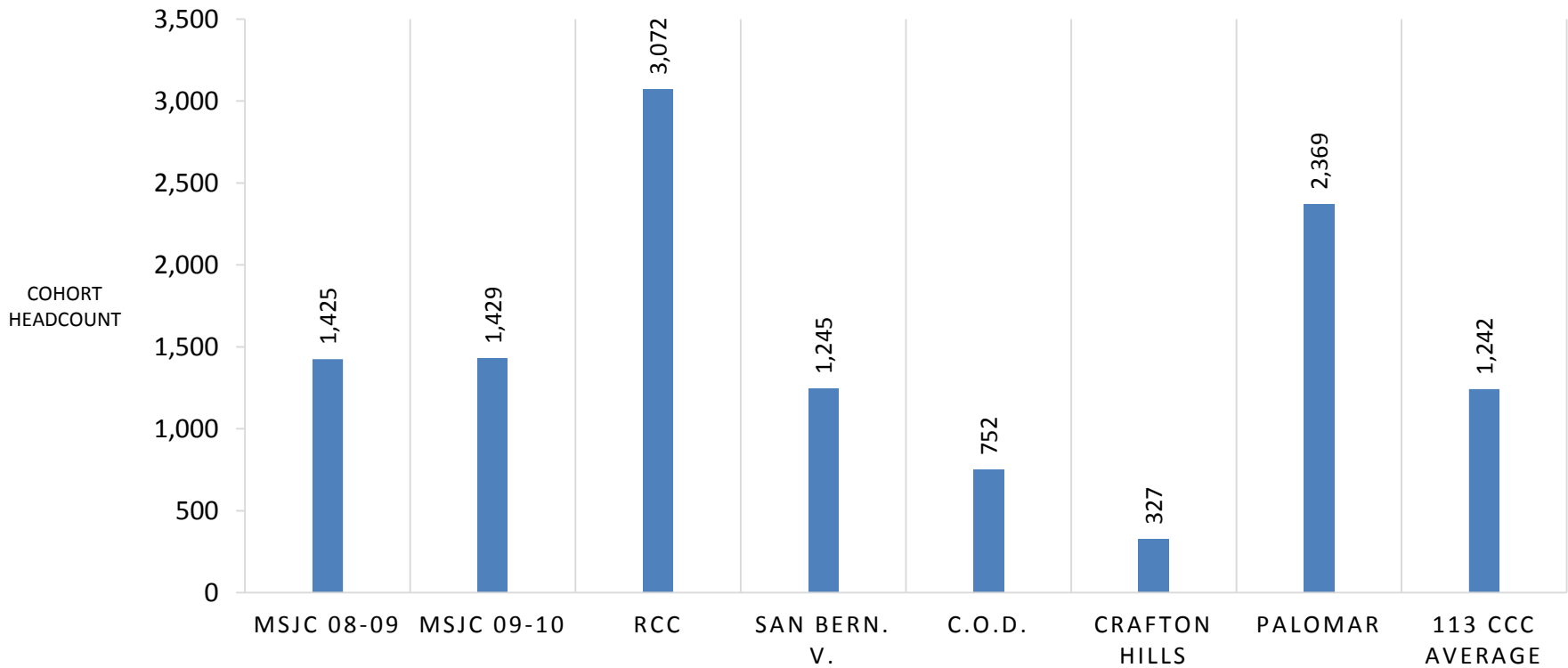
English Math ESL



Career Technical Education Cohort Size(CTE)

Count of students tracked for six years who **completed 8 units classified as career technical education in a single discipline. Unduplicated first-time CTE cohorts each year.**

AY09-10 COMPARISON COHORTS

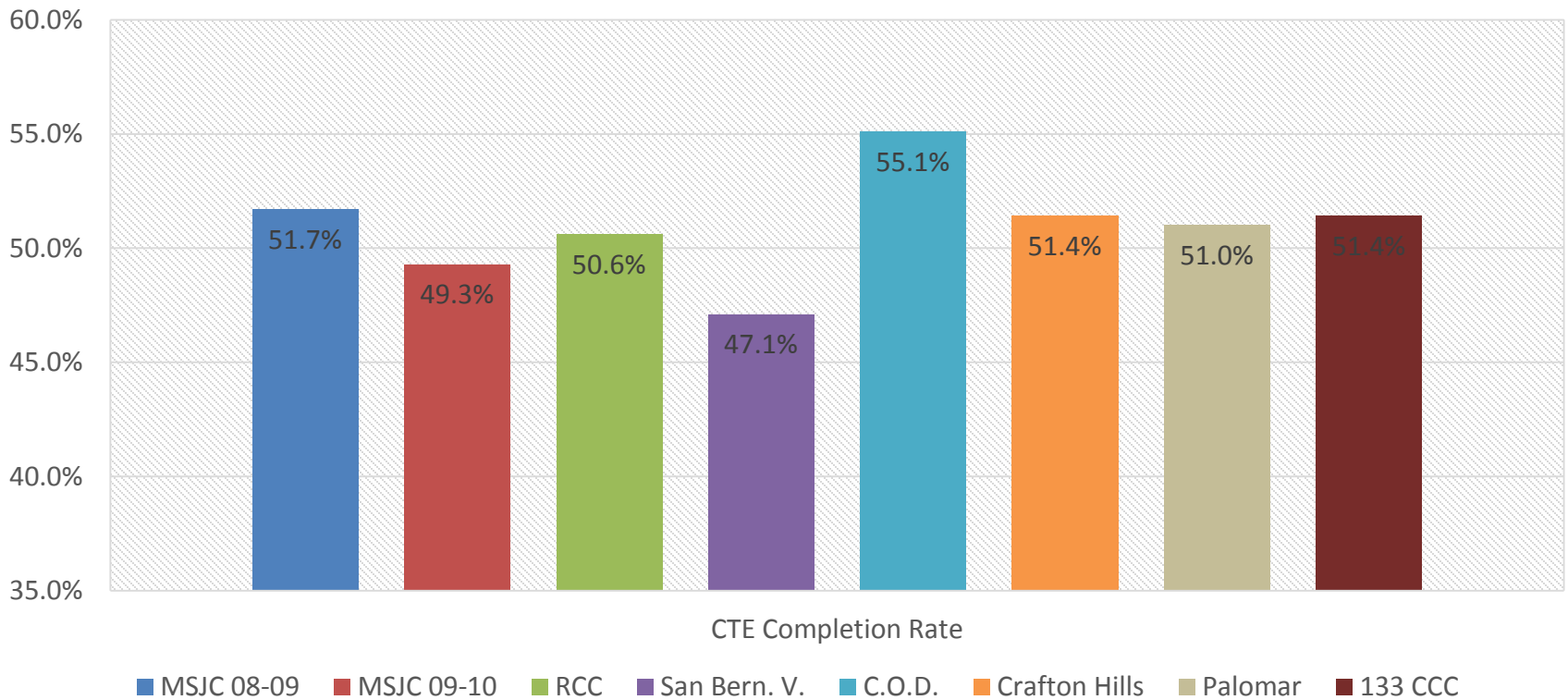


Note: Consists of students who Completed a CTE course for the 1st time & completed more than 8 units in the subsequent three years in a single discipline (vocational TOP code & at least 1 course is occupational)

5. Career Technical Education (CTE)

% of students tracked for six years through 2011-12 who **completed several courses classified as career technical education in a single discipline & completed a degree, certificate or transferred**

AY08-09 Cohort CTE complete Rate Comparison



Note: Consists of students who Completed a CTE course for the 1st time & completed more than 8 units in the subsequent three years in a single discipline (vocational TOP code & at least 1 course is occupational)

Thank you for your attention.

Any Questions ???

For a copy of the presentation: nmesaris@msjc.edu

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