



Student Success and Retention Board Workshop

August 27, 2015

Background

Research Shows:

- Entering community college students have low math/English placement rates
- Community colleges have:
 - Low completion rates
 - Low retention rates
- Majority of community college students leave without earning a degree or certificate
 - Only 30% of California community college students earn an associate or bachelor's degree

Workshop Focus

- 1) How the colleges and Continuing Education's Student Success and Support Program (SSSP) and Student Equity Plans are addressing the following:
 - Placement rates
 - Retention rates
 - Completion rates
- 2) Identification of gaps
- 3) Challenges with scaling successful programs (i.e. First-Year Experience)
- 4) Next steps in addressing the challenges

Student Success and Equity Initiative

- 2014-2015 marked the first year of full implementation of various components of the Student Success and Equity Initiative

Components include:

- Orientation
- Assessment
- Counseling and Advising
- Other Educational Planning Services
- Follow Up for students at-risk of not succeeding



Required for all new students; optional for continuing students

Districtwide Overarching Student Success Goals

- 1) Increase degree completion
- 2) Increase success rates in basic skills courses and transition to college level courses
- 3) Increase transfer to four-year institutions
- 4) Increase the number of students who achieve major academic milestones including:
 - Completion of 30 units
 - Completion of college level English and math
 - Completion of certificates, degrees, and transfer
- 5) Align course scheduling to student education plans
- 6) Implement more prescriptive course-taking requirements



2015-2016 Strategic Focus

- 1) Basic Skills completion and movement through the curriculum:
 - Improve student assessment and placement in English and math
 - Multiple Measures Assessment Project (MMAP) Pilot
 - Mesa English Acceleration Pilot
- 2) Expand personal growth offerings to improve student success and retention
- 3) Provide wrap-around services for students
 - Create student “success team”
- 4) Create student need-driven process
 - Use metrics to focus on achieving key momentum points
- 5) Begin districtwide effort to strategize and begin to develop a plan for alignment of possible course offerings to student education plans (multi-year project)

Districtwide Placement of First-Time Students 2014-2015

Total First-Time Students: 8,873

Total Students Assessed: 72%

4% increase since 2012-2013

Writing Placement	
Transfer Level:	27%
Basic Skills Level:	73%

Reading Placement	
Transfer Level:	54%
Basic Skills Level:	46%

Math Placement	
Transfer Level:	23%
Associate Degree Level	12%
Basic Skills Level:	65%

Retention and Persistence

First-Time Students

2014-2015

- **Retention** – Completion of the term
 - 86% Retention rate districtwide
 - City: 85%
 - Mesa: 86%
 - Miramar: 88%
 - 1% increase for all colleges since 2010-2011
- **Persistence** – Completion of Fall and Spring terms in same academic year and subsequent enrollment in the following Fall semester
 - 58% Persistence rate districtwide
 - 6% increase across all colleges since 2009-2010
 - City: 47%
 - Mesa: 51%
 - Miramar: 49%

Completion 2014-2015

Degrees and Certificates

- Total Degrees and Certificates districtwide: 10,201
 - Colleges: 4,313 degrees and certificates
 - City: 1,341
 - Mesa: 1,763
 - Miramar: 1,209
 - Continuing Education: 5,888 certificates
- 119% increase since 2010-2011
 - Colleges: 31%
 - Continuing Education: 329%

Completion 2014-2015 - Continued

Transfers

- 3,355 total transfers in 2013-2014
 - City: 761
 - Mesa: 1,843
 - Miramar: 751
- 9% decrease since 2009-2010
- Decrease is likely due to insufficient capacity at local public universities
- 52% transfer rate districtwide
 - 38% statewide transfer rate



Colleges and Continuing Education Best Practices



City College

First-Year Experience (FYE) Components

Enrollment Steps

Mandatory enrollment steps for FYE students

1. Complete **College Application**
2. Complete **Online Orientation**
3. Complete **Math & English Assessments**
4. Attend **Financial Aid Workshops**
5. Attend **Student Success Day** & complete **Abbreviated Educational Plan**

FYE Program Components

Team of support and engagement for FYE students

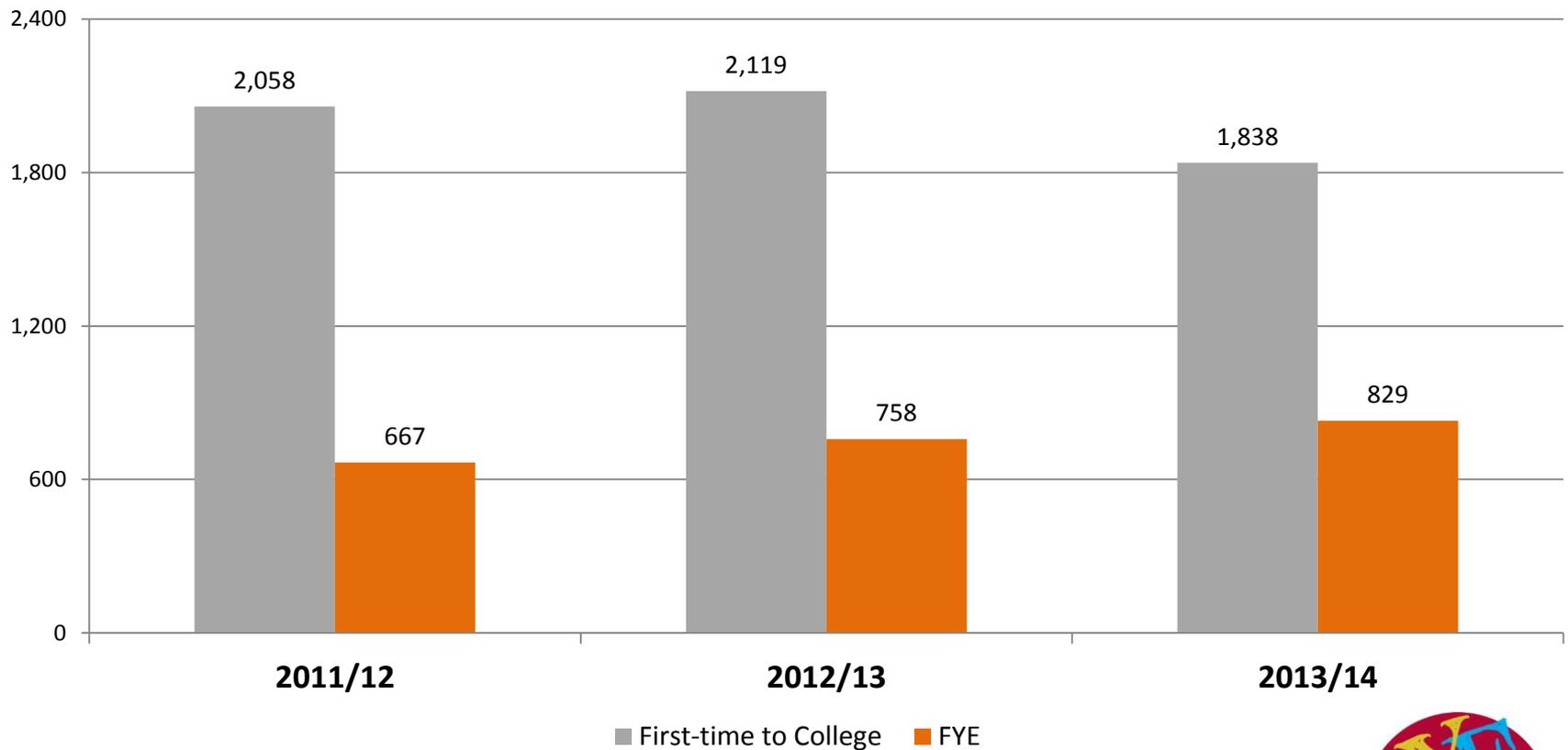
- **Students must sign a FYE contract to participate**
- **Students meet regularly with an assigned Academic Counselor to complete comprehensive education plan**
- **Students assigned to a trained Peer Mentor**
- **Students attend Personal Growth Class**
- **Participation requirements for Co-Curricular activities**
- **Specialized Career Counseling Support**
- **FYE *Summer Bridge* or *Get Ready for College* Workshop**



FYE Headcount

Comparison of FYE and First-time to College Students

Headcount by Academic Year

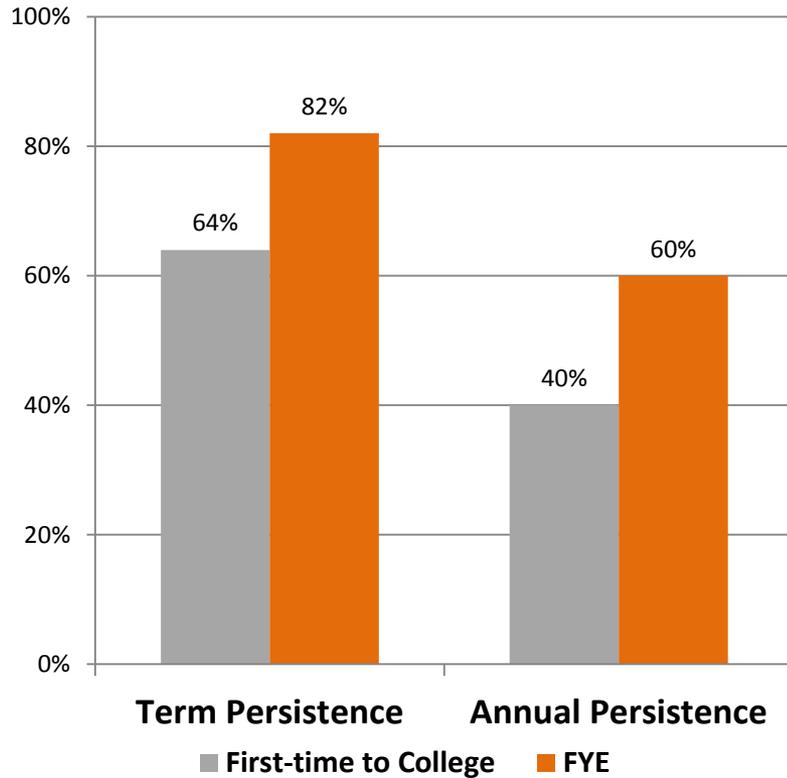


FYE Outcomes

Comparison of FYE and First-time to College Students

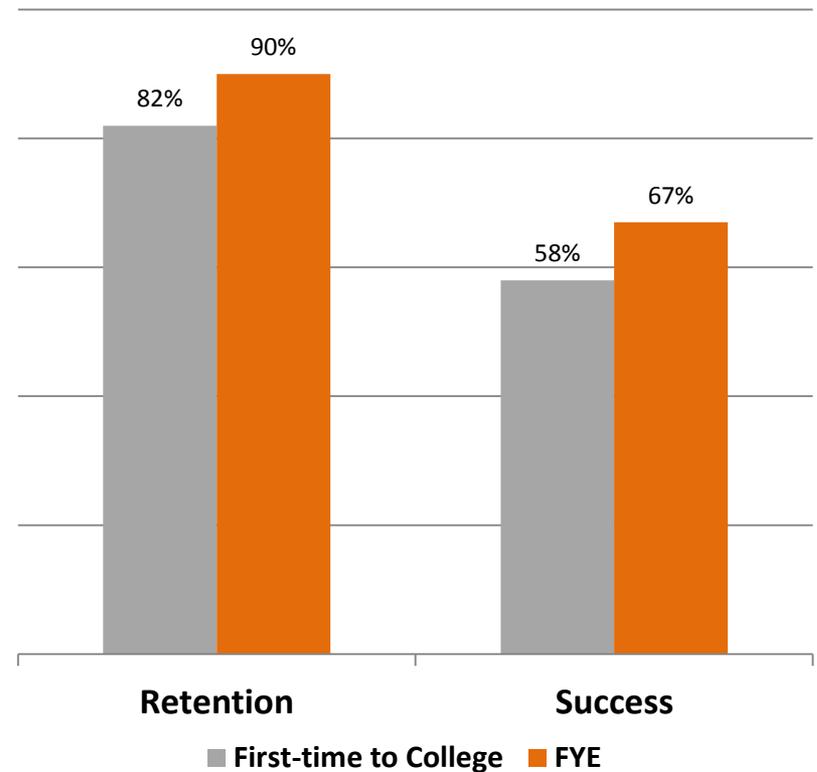
Persistence

2011/12 – 2013/14



Retention & Success

2011/12 – 2013/14

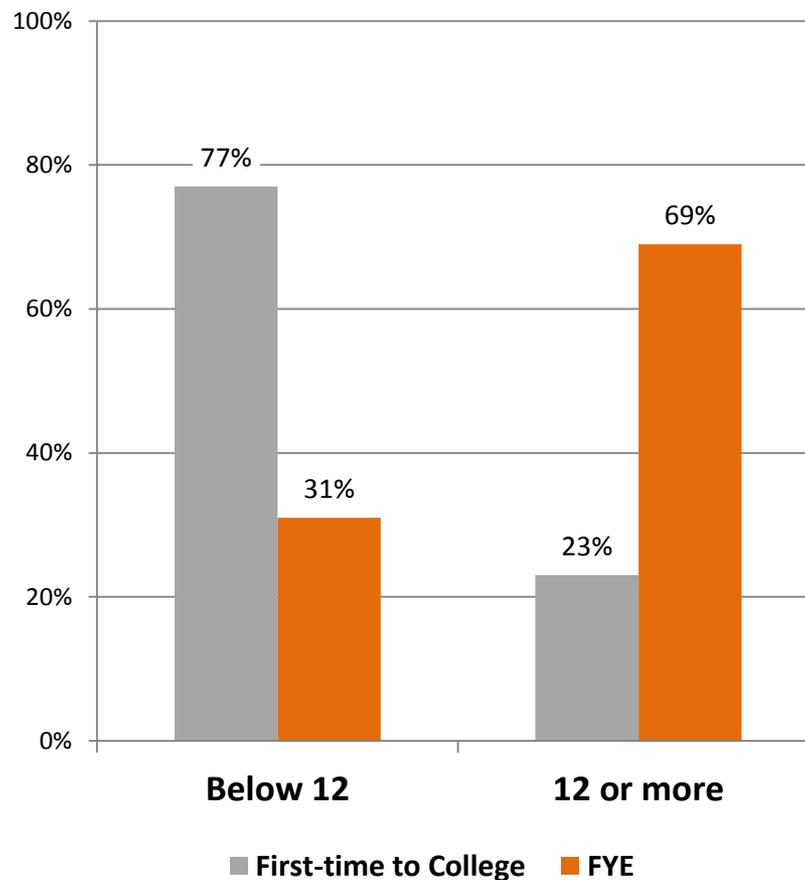


FYE Outcomes

Comparison of FYE and First-time to College Students

Units attempted

2011/12 – 2013/14



FYE

Phased Increase Capacity 2015-2017

Key Elements of FYE will become institutionalized to increase capacity from 890 students(Fall 2015), to meet the goal of to serving all first year students.

Phases

Phase I

Increase capacity of overall program by actively capturing late applicants for Fall 2015 and Spring 2016

Phase II

Increase capacity of overall program by setting parameters for FYE participant(using unit load, and targeted programs for inclusion and other strategies) for Fall 2016

Phase III

Increase capacity of overall program by setting increased unit load parameters and other strategies for Spring 2017 and Fall 2017 programs





Mesa College

Our Vision

“To become the leading college of equity and excellence.”



**Accelerated Basic English:
A High Impact
Response to Inequity**

A Problematic Pathway Design

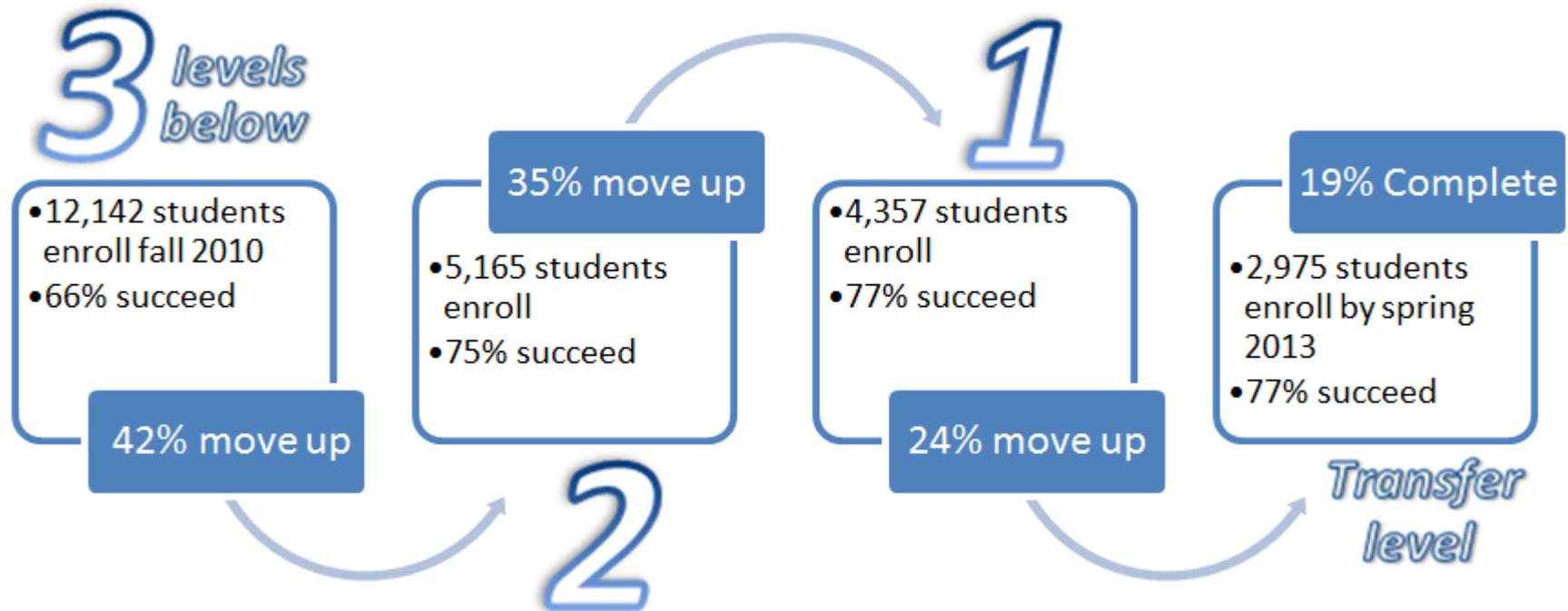
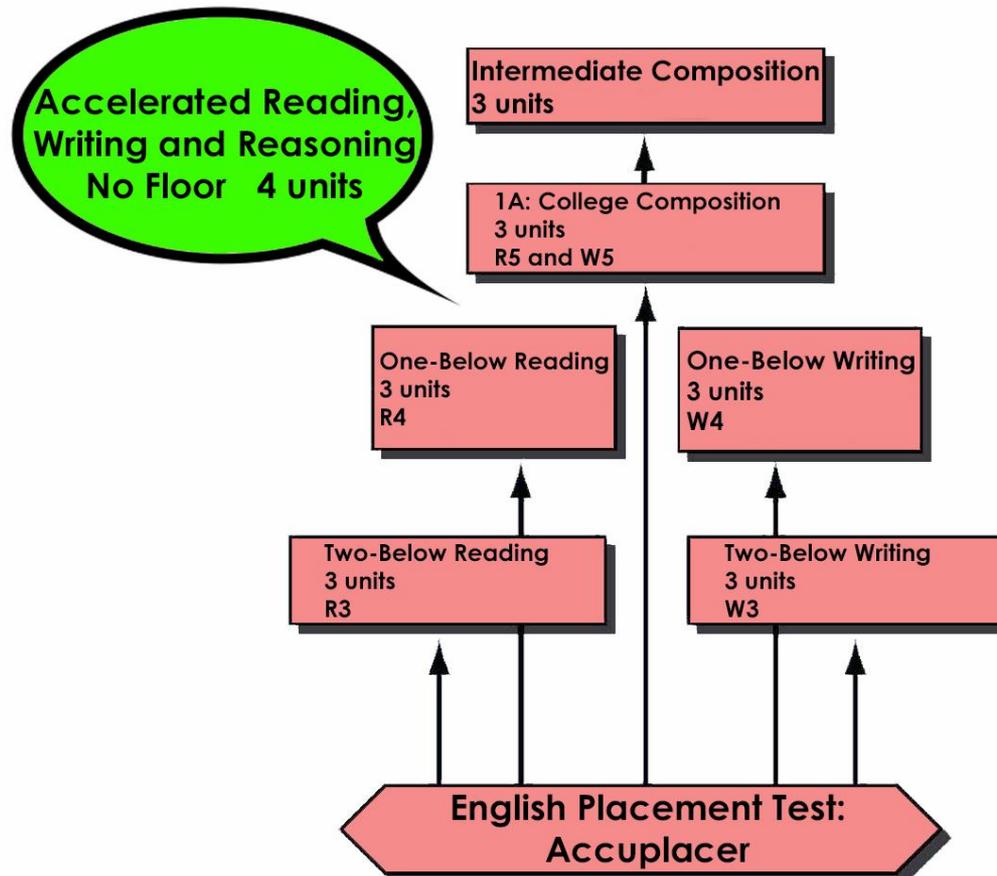


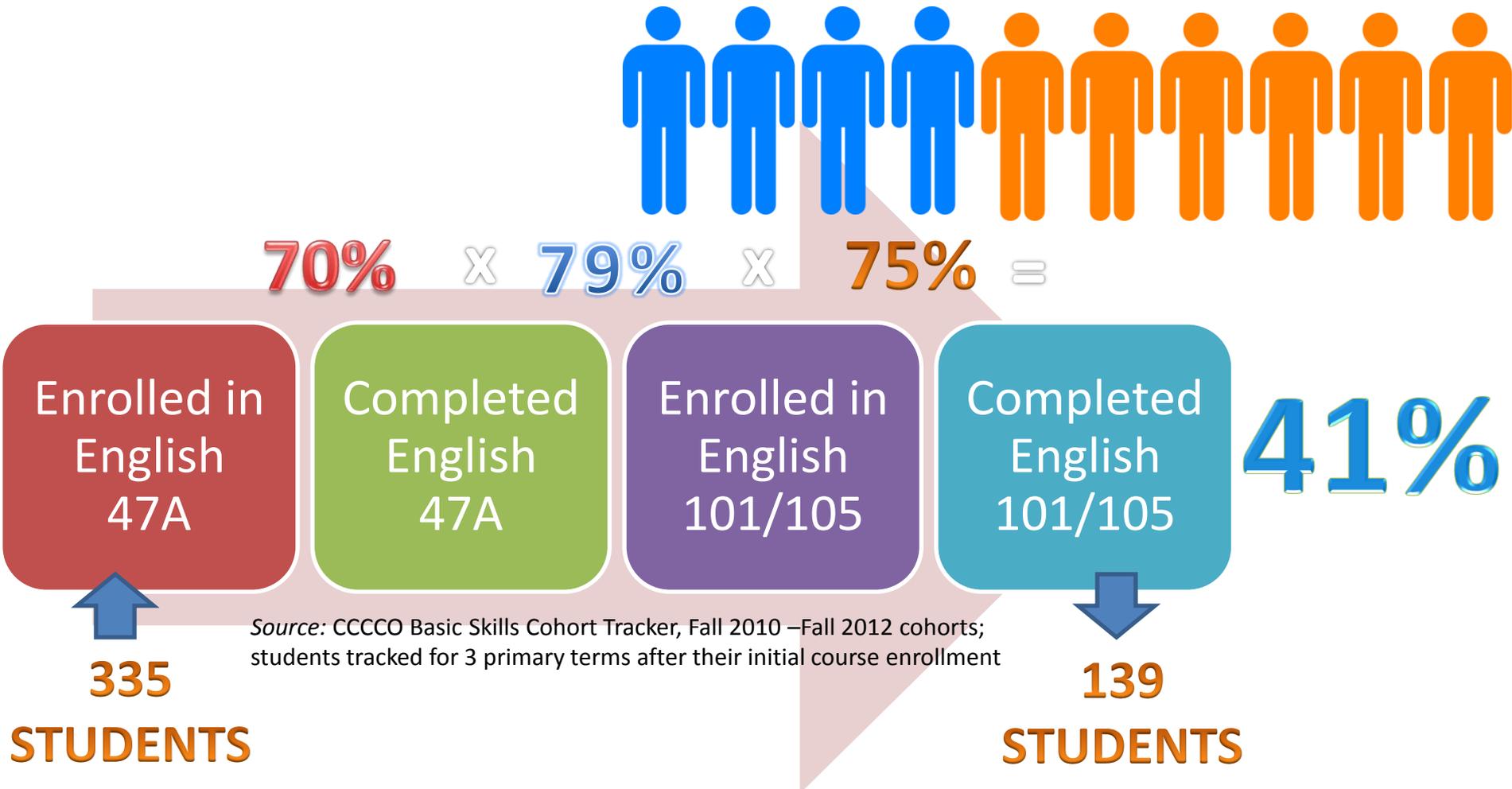
Figure 1. Statewide progression of students from three levels below transfer to transfer-level English from Fall 2010 through Spring 2013.

“Curricular Redesign and Gatekeeper Completion: A Multi-College Evaluation of the California Acceleration Project” (Data from Basic Skills Cohort Tracker)

One Solution: Acceleration



Percentage of Students who make it through the pathway



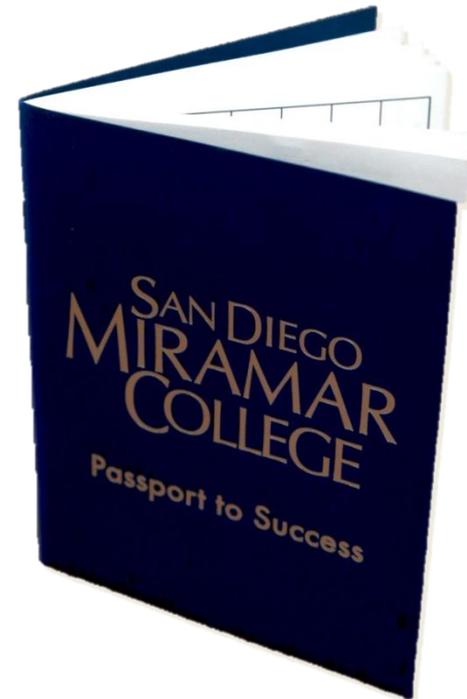


Miramar College

Miramar College Passport to Success *Success With a Goal (SWAG!)*

About *Passport to Success*

- Addresses student pathways/checklist format
- Teaches students to use campus resources
- Provides students with steps to track goal attainment



Miramar College Passport to Success *Success With a Goal (SWAG!)*

Development

- Collaboratively developed with faculty, staff, administrators and student input
- Incorporated *Loss Momentum Framework* and the *Six Factors of Student Success*
- Data-driven decisions

Miramar College Passport to Success *Success With a Goal (SWAG!)*

Passport to Success Concept

- Checklist of “how to”
- Incentive feature
- Tracking feature
- Tool to assist with self monitoring success

Miramar College Passport to Success *Success With a Goal (SWAG!)*

Passport to Success Implementation

- Initial Cohort: First-Year Experience (FYE) students
 - Piloted in Fall 2014
- Shared at districtwide counselor meeting
- Shared with Miramar faculty and staff
- Passport to be presented at Fall 2015 convocation
- In 2015-2016, EOPS students will be added to the user group
- All new students will be added in Spring 2016
- Future/wish list: Passport accessible via the *Miramar Touch*, the College's mobile app



Continuing Education

ACCELERATED HIGH SCHOOL PROGRAM

Accelerating student completion
and creating pathways for continued success in college.



Science, Technology,
Engineering &
Mathematics
(STEM)



Student Support
Network



Global
Citizenship



Learning
Communities



Accelerated &
Concentrated
Learning

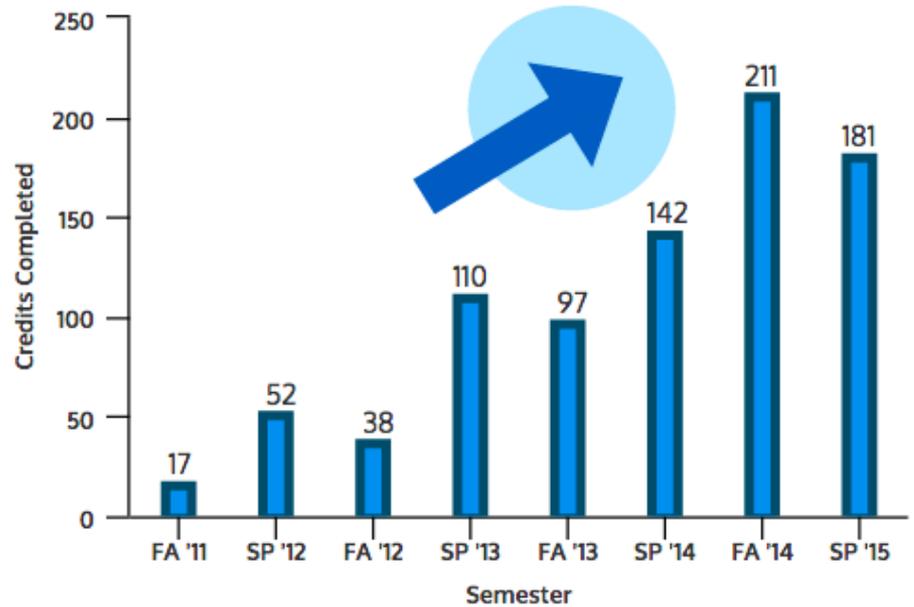


College-Prep
College Bound

College Readiness & Completion Rates


88%

of students
stated that the
program has
prepared them
for college



★ **Fall 2016 Expansion: Continued success in closing the achievement gap!**

Accuplacer Prep Program

Introduction

- Approximately 70% of students attending community colleges require remediation.
- In an attempt to address this issue, ABE/ASE faculty created the Accuplacer Prep course. This course (currently in its pilot stage) was designed to offer an accelerated pathway to address basic skills deficiencies.

Goals

- Enable students to test higher and give a more accurate indicator of placement level.
- Expand the pilot to additional local high schools.
 - Currently we have MOU's with San Diego High School, Mission Bay High School, and Mira Mesa High School.
 - Currently working with Hoover High School and Lincoln High School to offer an ACCUPLACER Prep program for the Fall 2015 and Spring 2016 semesters.

Accuplacer Prep Program

Findings

	College Level	One level below	Two or more levels below
Math	12%	6%	82%
Reading	46%	8%	46%
Writing	9%	43%	48%

- 79 high school students were enrolled; 52 completed program; 32 took Accuplacer placement test
- Over 50% of students scored at near college level (one level below) in Reading and Writing
- Nearly 20% of students scored at or near college level in Math

Limitations

- No Accuplacer pre-test data was available, and as such a before/after comparison with final Accuplacer results was not possible.
- A significant number of students did not take the Accuplacer during the scheduled time, which resulted in no access to their scores.
- When classes were offered outside of regular school hours, attendance decreased significantly.

Future Plans

- Maintain communication with the colleges to ensure we are informed of changes in assessment practices and tools (i.e. Shift to “Common Assessment” in Spring 2016)
- Increase instructional time to allow students to fully engage in course content
- Improve attendance by addressing scheduling issues which will also improve completion rates
- Continue to analyze data to drive program design

