

Mott Community College

Student Success

February, 2005

Cherry Commission Charge

- “Double the percentage of residents who attain postsecondary degrees or other credentials that link them to success...”
- “Improve alignment of MI Higher Ed with emerging employment opportunities in the state...”
- “Build a dynamic workforce of employees who have the talents and skills needed for success in the 21st century”
- <http://www.cherrycommission.org/>

How Do **We** Measure Success?

04-05 Institutional Research Strategic
Objective:

Develop standardized student cohorts, to be tracked and compared to college-wide data.

Fall, 2005/2 – 10420 credit students

First Time At Mott

- Students with no accumulated credits and no Cumulative GPA at MCC
- Fall - 3372 students out of 10420 (32.4%)

Developmental At Entry

- First Time Students with one or more Developmental Placement Test Recommendations (Can be identified individually or in combination, e.g.. Math, Reading, Writing, or any combination)
- Fall semester detail (out of 3372 new students):
 - Dev. Math– 1184 (35%)
 - Dev. Reading – 1615 (48%)
 - Dev. Writing – 538 (16%)
 - Dev. Math, Reading, Writing - 412 (12%)

Sophomores

- ✦ Students in Fall semester who have completed 28 or more credits
- ✦ – 3521 students out of 10420 (33.8%)

Transfer

- ✦ New students with a declared program code in one of the transfer programs
- ✦ Fall – 327 students out of 3372 (9.7%)

Data Management

- Each Fall, the specific groups are identified in the College's Data Warehouse program with an internal cohort code;
- These student records are then grouped and stored in permanent research files;
- Specific data indicator reports are then processed for each cohort group.

Longitudinal Research

- Reports are generated when data is available...e.g., “successful grades” report is run the month after the semester ends, graduation rates are not run until 3 years have passed for associate degree seekers;
- Not intended to provide “quick” answers, but provide specific picture over time;
- Similar studies at the federal level run over 5-10 year periods.

Measurement of Success Standard Data Indicators

Course Level Retention

Tracked by identifying the rate of students completing the courses they enrolled in with a grade (not necessarily a “success” grade)

Measurement of Success
Standard Data Indicators

Academic Year Retention

Tracked by identifying cohort students who return in the Winter or Spring semester of the same academic year

Measurement of Success
Standard Data Indicators

Year to Year Retention

Tracked by identifying cohort
students who return the
subsequent Fall semester

Measurement of Success
Standard Data Indicators

Successful Grades Rates

Tracked by identifying students
receiving a 2.0 or higher, or S
grade

Measurement of Success
Standard Data Indicators

Graduation Rates

Tracked using the federal/state
methodology (150% of time
required to complete degree)

Measurement of Success Standard Data Indicators

Transfer Rates

Tracked using the National Student Clearinghouse Enrollment Search Service – identifies most (but not all) transfer activity

Additional Measures

- Cost Center Program/Discipline
documentation – detailed course level data by program/discipline; includes declared student cohort tracking and graduate numbers over 5 years.
- Available each year, via VPAA/Dean of Division.

- Federal Graduation Rate – tracks first-time, full-time degree-seeking students over 150% time period (3 yrs for a “2 yr” degree)
- State Occupational Program Graduation Rate – tracks student in a similar way, but specifically for Perkins-approved occupational programs.

Additional Measures, cont.

- Occupational Program Review – includes data from faculty, advisory committees and students;
- Student Satisfaction – measured with Student Satisfaction Surveys, Graduate Exit surveys, Graduate Follow-up Surveys, SIEFs, other program level measures;
- Learning and Study Skills Assessment (LASSI) – Student Assessment instrument piloted by CASD

Preliminary Data

- Course Completion Rates Report;
- Successful Grades Rates Report;
 - Available in early March
- It is recognized that there are MANY issues related to student success. In the teaching and learning environment, both Faculty and Students have accountabilities – our focus here is to identify data indicators that will support faculty and staff actions which will have a positive affect on student outcomes.

Next Steps

- Continue to collect and analyze available data
- Prepare 05-06 action objectives
- Visit MCC website Academic Affairs Page, for updated data – March 2005