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:
  o Low completion rates
  o Low retention rates

• Majority of community college students leave without earning a degree or certificate
  o 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
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
     o Multiple Measures Assessment Project (MMAP) Pilot
     o 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

<table>
<thead>
<tr>
<th>Writing Placement</th>
<th>Reading Placement</th>
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<tbody>
<tr>
<td>Transfer Level:</td>
<td>Transfer Level:</td>
</tr>
<tr>
<td>27%</td>
<td>54%</td>
</tr>
<tr>
<td>Basic Skills Level:</td>
<td>Basic Skills Level:</td>
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<tr>
<td>73%</td>
<td>46%</td>
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<table>
<thead>
<tr>
<th>Math Placement</th>
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<tbody>
<tr>
<td>Transfer Level:</td>
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<tr>
<td>Associate Degree Level</td>
</tr>
<tr>
<td>Basic Skills Level:</td>
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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%
Degrees and Certificates

• Total Degrees and Certificates districtwide: 10,201
  o Colleges: 4,313 degrees and certificates
    ▪ City: 1,341
    ▪ Mesa: 1,763
    ▪ Miramar: 1,209
  o Continuing Education: 5,888 certificates

• 119% increase since 2010-2011
  o Colleges: 31%
  o Continuing Education: 329%
Transfers

• 3,355 total transfers in 2013-2014
  o City: 761
  o Mesa: 1,843
  o Miramar: 751

• 9% decrease since 2009-2010

• Decrease is likely due to insufficient capacity at local public universities

• 52% transfer rate districtwide
  o 38% statewide transfer rate
Colleges and Continuing Education Best Practices
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

- **2011/12**:
  - First-time to College: 2,058
  - FYE: 667

- **2012/13**:
  - First-time to College: 2,119
  - FYE: 758

- **2013/14**:
  - First-time to College: 1,838
  - FYE: 829

Legend:
- **First-time to College**
- **FYE**
FYE Outcomes
Comparison of FYE and First-time to College Students

Persistence
2011/12 – 2013/14

Retention & Success
2011/12 – 2013/14

<table>
<thead>
<tr>
<th>Term Persistence</th>
<th>Annual Persistence</th>
<th>FYE</th>
<th>First-time to College</th>
</tr>
</thead>
<tbody>
<tr>
<td>64%</td>
<td>40%</td>
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<table>
<thead>
<tr>
<th>Retention</th>
<th>Success</th>
<th>FYE</th>
<th>First-time to College</th>
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</thead>
<tbody>
<tr>
<td>82%</td>
<td>67%</td>
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FYE Outcomes
Comparison of FYE and First-time to College Students

Units attempted
2011/12 – 2013/14

- Below 12:
  - First-time to College: 77%
  - FYE: 31%

- 12 or more:
  - First-time to College: 69%
  - FYE: 23%
Key Elements of FYE will become institutionalized to increase capacity from 890 students (Fall 2015), to meet the goal of 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
Our Vision

“To become the leading college of equity and excellence.”
Accelerated Basic English: A High Impact Response to Inequity
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

Accelerated Reading, Writing and Reasoning
No Floor 4 units

- Intermediate Composition
  3 units

- 1A: College Composition
  3 units
  R5 and W5

- One-Below Reading
  3 units
  R4

- One-Below Writing
  3 units
  W4

- Two-Below Reading
  3 units
  R3

- Two-Below Writing
  3 units
  W3

English Placement Test: Accuplacer
Percentage of Students who make it through the pathway

Enrolled in English 47A
Completed English 47A
Enrolled in English 101/105
Completed English 101/105

70% x 79% x 75% = 41%

335 STUDENTS
139 STUDENTS

Source: CCCCO Basic Skills Cohort Tracker, Fall 2010 –Fall 2012 cohorts; students tracked for 3 primary terms after their initial course enrollment
About *Passport to Success*

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

- Collaboratively developed with faculty, staff, administrators and student input

- Incorporated *Loss Momentum Framework* and the *Six Factors of Student Success*

- Data-driven decisions
Passport to Success Concept

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

Created by: Leticia Flores & Holly Rodriguez
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.
  o Currently we have MOU’s with San Diego High School, Mission Bay High School, and Mira Mesa High School.
  o Currently working with Hoover High School and Lincoln High School to offer an ACCUPLACER Prep program for the Fall 2015 and Spring 2016 semesters.
Findings

- 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

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<thead>
<tr>
<th></th>
<th>College Level</th>
<th>One level below</th>
<th>Two or more levels below</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>12%</td>
<td>6%</td>
<td>82%</td>
</tr>
<tr>
<td>Reading</td>
<td>46%</td>
<td>8%</td>
<td>46%</td>
</tr>
<tr>
<td>Writing</td>
<td>9%</td>
<td>43%</td>
<td>48%</td>
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