



Monitoring Report

Student Success

June 11, 2018

Prepared by:
Kate Thirolf,
Vice President for Instruction

Presented to:
Daniel J. Phelan, President
Jackson College Board of Trustees

Prefatory Section

As described in the Board ENDS and Formal Institutional Monitoring Board Policy, the President will provide monthly reports which allow the Board to engage in formal monitoring and inspection of the College's performance in essential areas. The key performance area for this month's review is **Student Success**.

Jackson College has a solid, institutionally aligned, and continually improving approach to support students in their efforts to complete degrees, certificates, and credentials of market value; obtain employment; and/or transfer to a baccalaureate-granting institution. The College is focused upon student completion goal development, as well as providing multiple supports in pursue of student success. This Monitoring Report reviews several metrics related to student success, including credit hour achievement, retention, completion, and post-graduate achievement.

Executive Summary

Total Commitment to Student Success... It is more than a motto or simply a poster on the walls of our hallways and classrooms. "TCS²" is our North Star and guides everything we do at Jackson College. This report highlights the range of student success initiatives in which we have invested to ensure we are doing all we can to support the success of our students, from the moment they enroll with us to the point of their graduation, transfer or entering the workplace, and beyond. And, for all practical purposes, Jackson College will continue to support them as they return to pursue additional and lifelong learning. The following key performance indicators are reviewed in detail in this report:

- *Credit hour achievement in the first year:* Number of credit hours earned in the first term and first year; completion of gateway math and English courses in the first year; and number of credit hours earned in the first year by pathway;
- *Retention:* Semester-to-semester retention rates and fall-to-fall retention rates;
- *Completion:* Annual report of degrees, certificates, and other awards; annual report of student transfer; completion rates of underrepresented minority students; and
- *Alumni Success:* Annual report of job placement; and licensure and certification pass rates.

In summary, this Monitoring Report demonstrates that the College has seen positive gains across all four categories of student success metrics. The hard work we have put into guided pathways, including blending developmental education with college-level course work, building instructional program maps, implementing differentiated math pathways, designing the Student Success Navigator role and hiring significant numbers of Navigators, and more, has begun to pay off. Our students are earning more college credits and earning them quicker than in prior years. This suggests that our retention and completion results should be even stronger in future years. A sample of our Key Performance Indicators (KPIs) are listed below:

Sample of Student Success KPIs

Metric	Prior Year	Current Year	Trend	Benchmark or Goal
% of students earning 6+ college credits in first term	35.4%	58.3%	+22.9%	55% (AACC average)
% of students completing both college math and English in first year	17.2%	35.7%	+18.6%	22% (AACC average)
Semester-to-semester retention	77.14%	78.58%	+1.44%	90% goal (72.03% = NCCBP avg)
Fall-to-fall annual retention	48.71	48.77%	+0.06	80% goal (48.43% = NCCBP avg)
Completed or transferred in six years (Governor's Dashboard)	37.90%	42.20%	+4.3%	70% goal (43.8% = Michigan avg)
% of respondents to graduate follow-up survey who are employed	75%	76%	+1.0%	80% = average over past three years

Institutional Context

The very first entry listed in our Statement of Institutional Beliefs at Jackson College is “the success of our students is always our first priority.” Indeed, our Total Commitment to Student Success (TCS²) guides all that we do at the college, including and especially the significant guided pathways work in which we have been engaged over the last several years. Through guided pathways, we have made the College more student-centered by developing and refining structured program maps that align with students’ career and transfer goals; designing a new, innovative academic advisor role and hiring Student Success Navigators who engage in frequent, high-impact advising with students; blending developmental education with college-level coursework in thoughtful and effective ways; offering math pathway options that have shown to have a positive impact on student success; and more.

We continue to innovate, and under the umbrella of TCS² and our guided pathways work, we have embarked on pursuing accelerated semesters, offering competency-based education (CBE), closely examining the efficacy of our course pre-requisites, and eliminating standalone developmental education. Our more recent work involves supporting the ‘whole student’—and finding ways to proactively mitigate challenges that they might face in terms of food, housing, and health insecurities—takes our commitment to student success to new levels. In short, we focus on, and live out, our first institutional belief every day at Jackson College.

External Context

Historically, community colleges have been known as bastions for *student access* to higher education. Last month’s Monitoring Report highlighted the many ways we continue to stay true to that mission. In light of the need for a more highly educated populace across the country, our state, and our region, our commitment to *student success* is just as important. According to the State of Michigan’s [Marshall Plan for Talent](#), there will be over 800,000

high-demand career openings through 2024 in the state, representing nearly \$50 billion in potential earnings and economic opportunity. It's not enough to open the doors of college to prospective students; as a society, we have to make sure college prepares to students to be informed, educated lifelong learners and contributing members of society who can fill the vast gaps in talent we are facing.

Community colleges are known to be nimble and have the ability to address local talent and skill gaps. However, as the January 2018 Student Learning Monitoring Report described, community college student outcomes remain lower compared to student outcomes at other types of higher education institutions. Indeed, less than 38% of students who began at a public two-year institution completed a degree in six years, according to the [National Student Clearing House Research Center \(2017\)](#). Transitioning from a student access focus to a student success focus is not easy, but it is one to which we are 100% dedicated at Jackson College. The next section reports on the strategies and work we have been engaged in over the last year and their impact on our student success metrics.

Institutional Performance Reporting

This section presents a variety of data on how the College is performing against our Student Success goals. Categories of data include (1) credit hour achievement in the first year; (2) retention, (3) completion, and (4) alumni success.

Credit Hour Achievement

Data presented in this section are considered leading indicators of completion and success. The more credit hours a student completes early in their college career, the more likely he/she will achieve his/her academic goals and be successful.

Since the introduction and scaling of the varied elements of our guided pathways work described above, the College has seen a dramatic increase in the number of college credits earned in the first term and first year (Table 1; see appendix for more detail). In 2016, 58.3% of first-time in college students earned six or more college credits in their first term. This represents a 23% increase compared to the prior year metric. It also means that last year Jackson College exceeded the AACC Pathways participant average of 55% (AACC Pathways, 2017). Also, as the data below demonstrate, for many years the College was struggling to increase the percent of students earning 15 or more college credits in the first year. However, in 2016, thanks to our guided pathways efforts, this metric vastly improved. After typically seeing only one-quarter of first-time in college students earn 15 or more credits their first year, nearly 40% of students who enrolled in Fall 2016 achieved that milestone. This is a remarkable achievement and a sign that our structured pathway maps, our student-centered advising and teaching, and our innovative approaches to blending developmental education and college-level classes is working to benefit students' progress towards degree.

Table 1: Credits earned in first term and first year

Credit Momentum KPIs	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	1-year Change	5-year Change
Earned 6+ college credits in 1st term	30.8%	35.1%	40.1%	35.4%	58.3%	22.9%	27.5%
Earned 12+ college credits in 1st term	8.7%	9.2%	10.9%	6.8%	15.2%	8.4%	6.5%
Earned 15+ college credits in year 1	22.8%	25.5%	27.6%	25.5%	39.4%	13.9%	16.6%
Earned 24+ college credits in year 1	7.8%	8.3%	10.3%	7.8%	15.2%	7.4%	7.4%
Earned 30+ college credits in year 1	1.7%	2.4%	2.2%	1.2%	5.5%	4.3%	3.8%
Attempted 15+ credits (any level) in the first term	4.8%	5.6%	8.4%	6.3%	10.6%	4.3%	5.7%
Attempted 30+ credits (any level) in the first year	5.0%	7.5%	7.2%	7.5%	7.3%	-0.2%	2.3%

To a wide extent, this remarkable surge in student success can be attributed to the excellent and herculean work that our faculty have achieved across the math, English, and Foundation Studies areas. Thanks to the leadership of faculty in these departments, starting in 2016, the College eliminated standalone developmental writing classes and implemented the option of quantitative reasoning math classes to support the right math for the right pathway for students. The effort to design, develop, and implement these innovative instructional and curricular approaches cannot be understated, and the results cannot be celebrated enough. After years of sub-par percentages of students completing college-level gateway courses their first year, in 2016-17, the College saw a 24.3% increase of students completing college-level math, a 16.1% increase of students completing college-level English, and 20.7% increase of students completing both college-level math *and* English their first year (Table 2).

Table 2: Completion of gateway math and English courses in the first year

Gateway Math and English Completion KPIs	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	1-year Change	5-year Change
Completed college math in year 1	18.4%	22.7%	20.8%	18.8%	42.7%	23.9%	24.3%
Completed college English in year 1	47.7%	51.7%	53.6%	58.4%	63.7%	5.3%	16.1%
Completed both college math and English in year 1	15.0%	18.2%	17.7%	17.2%	35.7%	18.6%	20.7%

Another way we can now examine credit hour achievement is by pathway. Table 3 captures the percent of students in the Fall 2017 cohort achieving milestone credit hour completions by pathway. A total of 1,040 students are included in this cohort. Now that we have scaled pathways, this is a metric we will be able to track going forward and report trends and progress.

Table 3: Number of credit hours earned in the first year by pathway (Fall 2017 FTIC students)

Pathway	# of stdts	0 credits	1-5	6+	12+	15+	24+	30+
Business & Technology	159	6.9%	8.8%	78.6%	59.7%	45.9%	26.4%	1.3%
Health Sciences	168	4.8%	6.5%	83.3%	62.5%	52.4%	22.6%	1.8%
Human Services	36	0.0%	2.8%	94.4%	80.6%	66.7%	30.6%	0.0%
Liberal Arts	401	3.0%	7.0%	84.3%	69.1%	59.6%	31.4%	3.2%
STEM	216	6.0%	8.3%	81.5%	63.4%	55.1%	32.9%	4.6%
Skilled Trades & Agric	60	5.0%	13.3%	80.0%	63.3%	46.7%	23.3%	0.0%
TOTAL/AVERAGE	1040	4.5%	7.7%	82.8%	65.5%	54.9%	29.0%	2.7%

We have credits-earned data by pathway from 2016 to compare against our 2017 data. In Fall 2016, we had a total of 956 new students enroll at the College. As Table 4 below shows, we marginally reduced the percent of students earning zero credits their first year and increased the percent of students earning 24 or more credits. We anticipate these metrics to continue to trend in the right direction going forward.

Table 4: Zero credits earned and 24+ credits earned metrics, by pathway

Pathway	Zero Credits Earned			24+ Credits Earned		
	2016	2017	% change	2016	2017	% change
Business & Technology	6.2%	6.9%	0.70%	16.2%	26.4%	10.18%
Health Sciences	3.8%	4.8%	1.00%	24.6%	22.6%	-2.02%
Human Services	7.7%	0.0%	-7.70%	24.0%	30.6%	6.60%
Liberal Arts	5.1%	3.0%	-2.10%	25.6%	31.4%	5.84%
STEM	2.5%	6.0%	3.50%	36.1%	32.9%	-3.18%
Skilled Trades & Agric.	2.8%	5.0%	2.20%	17.6%	23.3%	5.65%
AVERAGE	4.8%	4.5%	-0.30%	24.2%	29.0%	4.79%

We are also beginning to looking closely at course withdrawal rates as an important leading indicator to help us guide our student success work. This metric has been used at Odessa College in Texas and has helped to propel their faculty and students to unparalleled success.

Retention

“90/80/70” is now something that all faculty and staff at Jackson College recognize as our retention goals. We are aiming for a 90% term-to-term retention rate (i.e., fall-to-winter), an 80% fall-to-fall retention rate, and a 70% completion rate.

According to data we reported to the AACC Pathways Project, our term-to-term retention for first-time-in-college students has hovered between 67.5% and 72.3% over the last few years. Our 2016-17 rate was slightly lower than our 2015-16 rate, but our 5-year trend data showed 4.2% rate improvement. See Table 5 below for details. Still, we continue to improve upon this data point.

Table 5: Term-to-term retention, first-time-in-college students (AACC Pathways)

Retention Metric	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	1-year Change	5-year Change
Term-to-term retention	67.5%	68.4%	70.9%	72.3%	71.8%	-0.5%	4.2%

We also report our retention data to the National Community College Benchmark Project (NCCBP). These data are not restricted to first-time-in-college (FTIC) students, as historically has been the case with IPEDs reporting. As Table 6 shows below, our term-to-term persistence is outperforming most other community colleges. Our 78.58% next-term retention rate in 2017 means we are within the top ten percent nationally in that metric (Recall that our College goal for this metric is 90%.) Our fall-to-fall annual retention rate is just under 50%, which places us just over the national average. We obviously have important work to do to get closer to our College’s 80% annual retention rate goal.

Table 6: Term-to-term and fall-to-fall retention, Fall 2015 cohort of National Benchmark Project

Retention Metric	2015 value	2017 value	1-year change	2017 % rank	2017 25 th rank	2017 50 th rank	2017 75 th rank
Term-to-term retention	77.14%	78.58%	1.44%	90%	68.36%	72.03%	74.77%
Fall-to-fall retention	48.71%	48.77%	0.06%	53%	45.51%	48.43%	51.99%

Completion

Credit hour completion and retention rates all hopefully culminate in completion. It is always the goal at Jackson College that each student who enrolls will graduate with a degree, certificate, and/or credential of market value. An important metric relative to the college’s completion mission is the number of awards conferred each year. Table 7 reflects the number of awards conferred over a five-year time period and is broken down by type of award. This year (2017-18), we saw a 22% increase in the number of awards conferred compared to the previous year (2016-17).

Table 7: Number of awards conferred by year and degree type

Degree Type	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	% 1-yr Change	% 5-yr Change
Bachelors (BS)	0	0	0	0	1	0	--	--
Associates (AA, AS, AGS)	197	232	208	118	222	332	33%	43%
Applied Associates (AAS)	526	398	383	261	383	423	9%	6%
Certifications	263	250	222	199	143	147	3%	-41%
Concentrations	97	52	48	25	26	41	37%	-21%
Skill Sets	115	79	97	89	66	137	52%	73%
Total	1198	1011	958	692	841	1080	22%	7%

Source: Frozen file of Awards Conferred. Operational definition: Number of degrees, certificates, concentrations and skill sets awarded during an academic year (SP, FL, WN).

Because enrollments change year to year, the number of awards conferred only tell a small piece of the completion story at the College. It's also important to view percentages of students completing degrees. According to the latest figures reported to the AACCC Voluntary Framework for Accountability (VFA), the College has seen a jump in two-year completion rates between 2016 (at 24.2%) and 2017 (at 31.6%). These figures represent the percent of students who completed a certificate or degree or transferred to a two- or four-year institution (Table 8).

Table 8: VFA Two-Year Completion Metrics

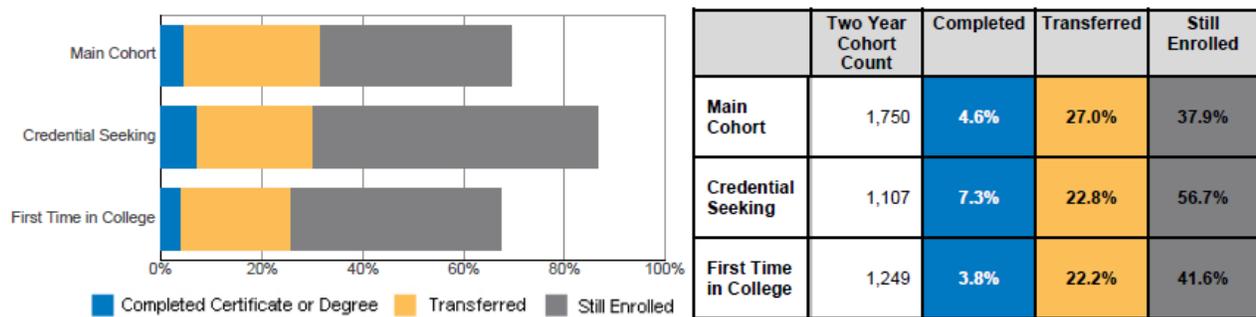
Metric	2013	2014	2015	2016	2017	1-yr Change	5-yr Change
Completed certificate/degree within 2 years	5.23%	3.99%	3.90%	2.80%	4.6%	1.80%	-0.63%
Transferred within 2 years (to 2- or 4-yr college)	19.81%	20.19%	21.50%	21.40%	27.0%	5.60%	7.19%
Completed or transferred	25.04%	24.18%	25.40%	24.20%	31.60%	7.40%	6.56%
Still enrolled after 2 years	42.49%	40.72%	39.90%	40.40%	37.9%	-2.50%	-4.59%
Number of students in 2-Year Cohort	1475	1693	1583	1795	1750	-45	275

These data represent two-year metrics; e.g., data in 2017 column represents students who first enrolled in 2014.

The table above reports on the main (or full) two-year cohort. Completion rates are higher at when they focus on only those student who have explicitly reported they are seeking a credential. For those 1,107 students who first enrolled in 2014, 30.1% either completed (7.3%) or transferred (22.8%) in two years. Furthermore, 56.7% of those students were still enrolled. See Figure 1 below for more details.

Figure 1: VFA Two-Year Completion Metrics by Cohort Type

Persistence/Attainment Outcomes by End of Year Two by Cohort Type



Data reported to the Governor’s Dashboard also reveal that our hard work on guided pathways over the past few years is making a difference and helping students to succeed. Comparing completion rates from last year to the previous year across all cohorts dating back to 2009-10, we have seen completion rate increases (Table 9). This was not always the case. As Table 9 and Figure 1 in the Appendix depicts, we experienced declines in years prior, but in the last year, we’ve seen a tremendous positive trend of completion.

Table 9: Governor’s Dashboard Data: Completion rates by year

Entering Year:	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	Change from previous cohort	Change since 2009-10
Transfer or Completion Rates									
After Year Two	15.40%	15.10%	14.50%	16.20%	12.70%	11.60%	21.50%	9.90%	6.10%
After Year Three	27.50%	26.70%	25.90%	27.90%	22.20%	30.60%		8.40%	3.10%
After Year Four	34.30%	32.90%	32.80%	31.80%	35.30%			3.50%	1.00%
After Year Five	38.20%	36.40%	35.70%	40.50%				4.80%	2.30%
After Year Six	40.90%	37.90%	42.20%					4.30%	1.30%

Note: Completion defined as % of first time in college degree-seeking students earning a certificate, associate or bachelor's degree, or who have transitioned to a public university.

Source: <https://www.mischooldata.org/CareerAndCollegeReadiness2/lheGraduationSuccessRatesIframe2.aspx>

It is not enough to view completion rates in the aggregate. It is also important to disaggregate the data to shed light on ways we can be and must be supporting student success from an equity standpoint. Table 10 below demonstrates that we have important work to do in this area. After the fourth-year of college, over 40% of degree-seeking white female students had completed a credential with us or transferred; meanwhile, only 30% of African American and Hispanic/Latino degree-seeking female students had achieved the same. A twelve point disparity occurred between white male students and African American male students as well. Only 20% of African American male students achieved a

credential or transferred after their fourth-year at the College. We know that a focus on equity leads to enhanced student success for ALL students. It does not go unnoticed that our white students at Jackson College are underperforming compared to white students at other community colleges across the state. Equity is an area we are working diligently on so that all our students, regardless of color or income level, are performing and succeeding at exceptional rates.

Table 10: Governor’s Dashboard Data: Comparison of completion rates between Jackson College students and Michigan community college students (among students who first enrolled in 2013-14)

Race/ Ethnicity	Jackson College Females After Year Four	MI CCs Females After Year Four	Jackson College Males After Year Four	MI CCs Males After Year Four
American Indian or Alaska Native	55.60%	38.0%	n/a	32.1%
Asian	n/a	54.6%	75.00%	50.4%
African American	29.30%	29.1%	20.30%	22.9%
Hispanic/Latino	30.20%	36.3%	33.30%	33.1%
Two or More Races	42.30%	31.6%	26.30%	26.6%
White/Caucasian	41.10%	53.5%	32.50%	44.9%

Note: Completion defined as % of first time in college degree-seeking students earning a certificate, associate or bachelor’s degree, or who have transitioned to a public university. Source:

<https://www.mischooldata.org/CareerAndCollegeReadiness2/lheGraduationSuccessRatesIframe2.aspx>

Alumni Success

Jackson College’s TCS² commitment extends beyond Commencement Day. We are also committed to our students’ post-college success.

Every November following Spring graduation, the College contracts with a local company to make contact with all graduates via a phone call. Each graduate is asked a series of questions that are required for Perkins reporting. One question on the survey directly asks the student if they are currently employed. According to the 2016-17 survey, there were 154 responses received from the 519 graduates who were called. A total of 76% of respondents indicated they were currently employed. To put this number in context, a recent national report indicated that 33 percent of people fresh out of college were unemployed or underemployed ([Rose, 2016](#)). In 2015-16, 75% of respondents indicated they were employed; in 2014-15, 85% of respondents indicated the same. With projections suggesting that 30 percent of job openings through 2020 will require some college or an associate’s degree ([Carnevale, Smith, & Strohl, 2014](#)), we can expect this metric to continue to increase.

Licensure and certification exam passing rates is another important metric to analyze. At Jackson College, our students in allied health programs and nursing programs are routinely performing better on licensure and certification exams compared to students nationally. See Table 10 and 11 below for details.

Table 10: Licensure and certification pass rates for allied health programs

Program	2014	2015	2016	Multi-Year Average	National Average	JC compared to National Avg
Cardiac Sonography	87%	100%	78%	n/a	60-66%	12% better
Vascular Sonography	75%	100%	85%	n/a	58%	27% better
General Sonography – abdomen, small parts	n/a	n/a	89%	93.7%	75%	18.7% better
General Sonography – OB/GYN	n/a	n/a	91%	89.64%	73%	16.64% better
Medical Assistant	n/a	n/a	n/a	97%	n/a	
Radiography	n/a	n/a	n/a	89%	n/a	

Table 11: Licensure and certification pass rates for nursing programs

Program	2014	2015	2016	2017	Multi-Year Average	National 4-Year Average	JC compared to Natl Avg.
ADN (Registered Nurse-RN)	82.67%	89.41%	77.18%	90.48%	84.94%	86.17% ¹	1.23% under
PN (Licensed Practical Nurse –LPN)	100%	100%	100%	100%	100%	82.91% ²	17.09% better

¹ NCLEX Examination and Percent Passing (RN) – First Time, US Educated, Diploma

² NCLEX Examination and Percent Passing (PN) – First Time, US Educated, Certificate

Goals for the Next 12-month Period

We have been engaged in some outstanding student-success-centered work over the last year and have lofty goals for continued improvement over the next year. ***All of the initiatives below stem from our transformational change efforts around Guided Pathways.***

Equity: The mission of community colleges has evolved over time. It began with a focus on access, has moved to embrace success, and now is evolving to advance equity in our society. As a college, we are doing the same. This type of transformational change doesn't happen without concerted focus on professional development of our people. Over the last year, Professor Amelia Gamel provided equity-centered professional development sessions for 53 college employees, including 29 faculty members. These Equity Cohorts met weekly for four weeks to learn more about how they individually and collectively view race and culture. The College is also learning from equity-minded student-focused programs like TRiO, Lux et Veritas, Men of Merit, and Sisters of Strength to find out how to replicate and scale best practices that support the success of all our students, not just the most privileged. We are also engaging in really important work around serving the whole student, including finding ways to mitigate food, housing, and health insecurities from which our students might suffer. **Goal:** Our main equity goal over the next year is to decrease the equity gap between white students and students of color, as well as non-Pell

eligible students and Pell-eligible students, by focusing on increasing the success rates of students of color and low-income students by 10%. As the [turnaround at Georgia State University](#) has shown, a focus on equity ultimately increases the retention and completion rates of ALL students.

Prerequisites: Related to the topic of equity, we are closely reviewing our pre-requisites to ensure they are supporting student success, not hindering it. Initial internal data has shown that there are pre-requisites on some classes that have little to no impact on success and, therefore, are unnecessarily slowing progress to degree for students. **Goal:** Over the next year we will be rolling out a process by which we will begin to use data to make informed decisions about the use of pre-requisites going forward.

Accelerated Semesters: As you know, we are heavily engaged in transforming our 15-week semester model to 7-week terms. Our trips to Odessa College and Trident Technical College were outstanding and shed light on the many ways that compressed, accelerated semesters simply work better for students. In fact, at both [Odessa College](#) and [Trident Technical College](#), implementing accelerated semesters led to dramatic gains in student success as well as decreases in equity gaps. **Goal:** Taking into account the few exceptions (Prison Education Initiative, dual-enrollments with high schools students, etc.), by Fall 2019, 7-week semesters will be fully scaled across the College.

Transfer: With the fairly recent creation of a University Transfer Liaison position, the College now has a more concentrated effort on transfer relationships and initiatives. Several new articulation agreements have been signed, and more partnerships with four-year schools have been formed. There is also considerable work being done at the state-level to create multi-institutional associate degree to bachelor's degree transfer pathways. These will ease the transition for transfer students and develop program paths and maps in line with the state's Guided Pathways effort. **Goal:** Our main transfer goal over next year is to increase our two-year transfer rate from 27.0% to 40%.

Competency Based Education (CBE): In support of TCS² and our guided pathways work, [CBE puts the student at the center of learning](#). The two degrees that we will first begin delivering in a CBE format are Health Administration/Insurance Specialist-AAS and Allied Health General Studies-AAS. All courses for these degrees have had competencies identified, and most assessments aligned to those competencies have been developed or identified as well. Our CBE Faculty Workgroup include faculty across several disciplines, not just in allied health and general education. Some excellent CBE piloting work has occurred in cybersecurity, graphic design, computer information systems, and advanced manufacturing. **Goal:** The College will be fully competency-based by Fall 2020.

Conclusion/Judgement

Our first institutional belief states, "The success of our students is always our first priority." We always aim to help our students achieve their educational goals. While we certainly still have a great deal of work to do, this report has shown that the promise of guided

pathways is already beginning to show in the form of increased student success rates. As you know, our retention goals are framed around “90/80/70:”

- Our students are earning more college-level credits within the first term and first year than they have in years prior. This is a great sign that our already positively trending retention rates will be better next year.
- We currently retain roughly **79%** of our students first term to next term; therefore, we are 11 percentage points off from our semester-to-semester goal of **90%**.
- We have more work to do to move our current **49%** fall-to-fall annual retention rate to our goal of **80%** (i.e., 31 percentage points below where we want to be).
- Our current **42%** completion or transfer rate is 28 percentage points below our goal of **70%**.

Our continued pathways work, including our focus on innovative approaches to developmental education, accelerated semesters, CBE, and equity, will position us well to serve and support the success of our students in even more profound ways in the future.

APPENDIX: Student Success Monitoring Report – June 2018

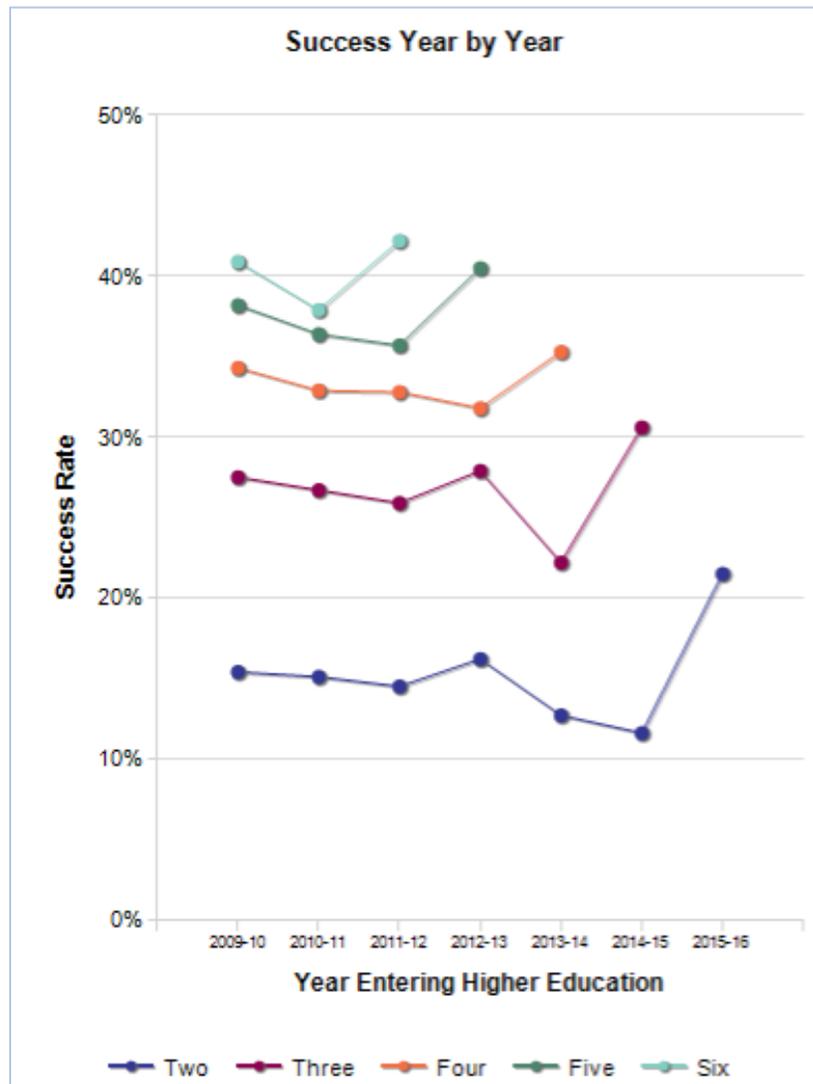
Table 1: AACC Pathways Project Credit Accrual Metrics

	Fall 2010:		Fall 2011:		Fall 2012:		Fall 2013:		Fall 2014:		Fall 2015:		Fall 2016:	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Total FTEIC Students in cohort*	1,055	100%	1,050	100%	992	100%	1,076	100%	956	100%	1,072	100%	957	100%
Credit Momentum KPIs														
Earned 6+ college credits in 1 st term	320	30.3%	347	33.0%	306	30.8%	378	35.1%	383	40.1%	379	35.4%	558	58.3%
Earned 12+ college credits in 1 st term	122	11.6%	78	7.4%	86	8.7%	99	9.2%	104	10.9%	73	6.8%	145	15.2%
Earned 15+ college credits in year 1	261	24.7%	251	23.9%	226	22.8%	274	25.5%	264	27.6%	273	25.5%	377	39.4%
Earned 24+ college credits in year 1	103	9.8%	78	7.4%	77	7.8%	89	8.3%	98	10.3%	84	7.8%	145	15.2%
Earned 30+ college credits in year 1	24	2.3%	12	1.1%	17	1.7%	26	2.4%	21	2.2%	13	1.2%	53	5.5%
Attempted 15+ credits (any level) in the first term	27	2.6%	29	2.8%	48	4.8%	60	5.6%	80	8.4%	67	6.3%	101	10.6%
Attempted 30+ credits (any level) in the first year	90	8.5%	55	5.2%	50	5.0%	81	7.5%	69	7.2%	80	7.5%	70	7.3%
Gateway Math and English Completion KPIs														
Completed college math in year 1	315	29.9%	184	17.5%	183	18.4%	244	22.7%	199	20.8%	202	18.8%	409	42.7%
Completed college english in year 1	473	44.8%	494	47.0%	473	47.7%	556	51.7%	512	53.6%	626	58.4%	610	63.7%
Completed both college math and English in year 1	262	24.8%	159	15.1%	149	15.0%	196	18.2%	169	17.7%	184	17.2%	342	35.7%
Persistence KPI														
Persisted from term 1 to term 2	662	62.7%	679	64.7%	670	67.5%	736	68.4%	678	70.9%	775	72.3%	687	71.8%
College Course Completion KPIs														
Total College Credits Completed	9,353	69.9%	9,304	75.1%	8,738	75.1%	10,320	77.5%	9,797	75.1%	10,517	75.3%	12,203	79.5%
Total College Credits Attempted	13,376		12,381		11,629		13,312		13,038		13,966		15,351	

*First-time Ever in College (FTEIC): A student who enrolls for the first time in college during the given fall term with no previous college level experience or credential.

**These KPIs were not included in the previous request for the fall 2010-2015 cohorts.

Figure 1: Governor's Dashboard Data: Completion rates by year



Note: Completion defined as % of first time in college degree-seeking students earning a certificate, associate or bachelor's degree, or who have transitioned to a public university.

Source: <https://www.mischooldata.org/CareerAndCollegeReadiness2/lheGraduationSuccessRatesIframe2.aspx>