

Student Achievement Data at MJC

Details are available at the following pages from the MJC Research and Planning website:

- (1) <http://mjc.edu/general/research/outcomes.php>
- (2) <http://mjc.edu/general/research/2016-17datatables.php>
- (3) <http://mjc.edu/general/research/awardtransfer.php> and
- (4) <http://mjc.edu/general/research/essentialreports.php>

See also:

* *Achieving the Dream Data Summit for MJC*, March 2017 at <http://mjc.edu/general/research/atddataupdate2017march.pdf>

* MJC 2017 Student Success Scorecard at <http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=592>

Success, Retention and GPA Trends

- MJC has made strides in improving its overall course success rates in recent years. Between Fall 2011 and Fall 2016, MJC success rates increased from 63.9% to 68.1%, a 4.2% improvement rate.
- MJC has also made substantial progress in reducing observed achievement gaps in success rates among students of diverse ethnic backgrounds. Between Fall 2011 and Fall 2016, Hispanic students showed an improvement in overall course success rates from 60.8% to 65.6%, a rate of 4.8%. African-American students during the same period showed an overall improvement from 49.5% to 55.4%, a rate of 5.9%. Asian students showed an even higher overall improvement, from 65.4% in Fall 2011 to 73.2% in Fall 2016, which is a 7.8% improvement rate.
- Over the period Fall 2011 to Fall 2016, success rates among male students have increased from 61.5% to 66.0%, while rates among female students have increased from 65.7% to 69.0%.
- When student success rates are measured in terms of age groupings, a relatively linear relationship exists between success rates and age. Among students aged 18-24, success rates average at 60-61%, while for ages 25-29 and 30-34, average rates are approximately 64%. Success rates among students aged 35-39 reach an average of 66%, and for students age 40-49 the rate is highest at 69%. The success rate drops off for students ages 50 and above, measuring just 60%.
- The overall success rate in online courses at MJC has tended to be lower than for face-to-face courses. In Fall 2011, the course success rate average for all online courses was just 54.5% compared with 65.5% for face-to-face courses (an 11% gap). By Fall 2016, the success rate for all online courses had grown to 63.0%, and the gap with face-to-face courses had diminished to just 6.2%. (see <http://www.mjc.edu/general/research/mjcsuccesstrendsonline2011-2016fallupdate.pdf>)
- During the years 2009 through 2016, MJC course retention rates have remained relatively steady, averaging 84.0%.
- Based on GPA earned by all first-time-enrolled students at MJC for Fall 2015 (3480 students) and Fall 2016 (3916 students), 26% of students with reported GPA received first-term GPA below 2.0. The highest percentages of students with first-term GPA below 2.0 for these two years was among African-Americans and Native Americans.

Basic Skills Trends

- In the 2016-17 year, approximately 29.8% of enrolled students had been assessed into transferable, college-level English (ENGL-101 or higher), while nearly 50% were assessed into Basic Skills English courses. The remaining 20% of students had not yet been assessed for English placement.
- The highest proportions of students assessed for English course placement in 2016-17 who placed at below college-level status were African-Americans (nearly 60%), Hispanics (57%) and Native Americans (55%).
- In the 2016-17 year, only 4% of all enrolled students had been assessed into transferable, college-level Mathematics (MATH-121 or higher), while nearly 77% were assessed into pre-college level Math courses. The remaining 19% of students had not yet been assessed for Mathematics placement.
- In a study of first-time students entering MJC in Fall 2016 who had graduated from area high schools in 2015 or 2016 (approximately 3000 students), the largest proportion were assessed as needing to begin their Math studies at either the Math 10 or Math 20 level (36%), followed by Math 70 (31%). Among these same students, the proportion assessed at English 49 was 28% and English 50 was 33%. (see <http://www.mjc.edu/general/research/mjcplacementdatamathandenglishfall2016.pdf>).
- The highest proportions of students assessed for Mathematics course placement in 2016-17 who placed at below college-level status were African-Americans (nearly 60%), Hispanics (57%) and Native Americans (55%).
- The annual Student Success Scorecard for MJC in 2017 demonstrated significant improvement in the following areas of Basic Skills: Basic Skills English Completion Rate (defined as percentage of credit students tracked for 6 years from Basic Skills Mathematics to completion of college-level Math course): 4% improvement in 2010-11 cohort compared with the 2009-10 cohort; Basic Skills Mathematics Completion Rate (defined as percentage of credit students tracked for 6 years from Basic Skills English through college-level English): 3% improvement in 2010-11 cohort compared with the 2009-10 cohort; and ESL Completion Rate (defined as percentage of students enrolled in ESL courses who ultimately complete the highest level course in the ESL sequence within 6 years): 7% improvement for 2010-11 cohort compared with 2009-10 cohort.
- The English Basic Skills Improvement Rate at MJC (defined in the Student Success Scorecard) has increased significantly during the past three cohort years, from 39.8% for the 2008-09 cohort to 46.7% for the 2010-11 cohort, an overall improvement of 6.9 percentage points. For Hispanic students, the improvement rate has increased from 35.3% for the 2008-09 cohort to 46.6% for the 2010-11 cohort, representing an improvement of 11.3%. For African-Americans, the improvement has been from 30.7% for the 2008-09 cohort to 33.0% for the 2010-11 cohort, an overall improvement of 0.7%.
- In a 5-year study of course success rate patterns in Basic Skills English (English 49—two levels below college transfer and English 50—one level below college transfer) for Fall 2011 through Spring 2016, the average success rate for English 49 was just 49%, while for English 50 it was 64.0%. The average success rate gap by ethnicity for English 49 was 19.6%, with Asians at highest rate (52.6%) and African-Americans at lowest rate (33.0%). (See <http://www.mjc.edu/general/research/mjc5yenglishstudybrieffall2011to16.pdf>)
- The Mathematics Basic Skills Improvement Rate at MJC (defined in the Student Success Scorecard) has increased during the past three cohort years, from 40.3% for the 2008-09 cohort to 44.4% for the 2010-11 cohort, an overall improvement of 10.2 percentage points. For Hispanic students, the improvement rate has increased from 38.3% for the 2008-09 cohort to 45.4% for the 2010-11 cohort, representing an improvement of 7.1%. For African-Americans,

the Improvement rate declined from 40.6% for the 2008-09 cohort to 33.3% for the 2010-11 cohort, an overall decline of 18.0%.

- In a 5-year study of course success rate patterns in Basic Skills Mathematics for Fall 2011 through Spring 2016, Math 70 had the lowest overall 5-year average success rate at just 55.2%, followed by Math 10 at 62.2%. Equity gaps (difference between highest-success rate major ethnic group and lowest success rate group) measured 25.6% for Math 70 followed by 17.7% for Math 10. (see <http://www.mjc.edu/general/research/mjcbasicskillsmathreport2011-16.pdf> and <http://mjc.edu/general/research/mjc5yrmathstudy2011to16.pdf>).

Persistence Trends

- From Fall 2011 through Fall 2014, persistence rates among MJC new students (defined as new student enrollment progression in three consecutive primary semesters) averaged 64.0% (high point was 65.2% in Fall 2011). In Fall 2015, this rate declined to just under 61.0%. When persistence for these same new students was measured on a Fall-to-Spring consecutive measurement (i.e. two consecutive semesters completed), the average persistence rate was 83.1%, while the Fall-to-Spring rate for Fall 2015 new student cohort was just under 81.0%.
- The annual Student Success Scorecard for MJC in 2017 shows that overall persistence rate over 6 years (defined as percentage of degree, certificate and/or transfer-seeking students starting first-time in 2010-11, tracked for 6 years through 2015-16 who enrolled in the first three consecutive terms) was essentially unchanged when compared against the 2009-10 entering cohort. However, when compared against overall statewide trends for all California community colleges in 2017, MJC persistence rate for 2010-11 cohort was 7% above the state average.
- Examining MJC new student persistence rates (Fall to Fall) by race/ethnicity, it is observed that gaps among the major race/ethnic groups (Hispanic, Asian, African-American and White) have ranged from a high of 33.2% in Fall 2012 to a low of 24.5% in Fall 2011 and 28.3% in Fall 2015. When Fall-to-Spring rates were measured for these same groups, the gaps ranged from 10.0% in Fall 2011 (lowest gap) to 24.5% in Fall 2012 (highest gap), and reached 19.8% in Fall 2015.
- African-American new students typically had the lowest persistence rates for most Fall-to-Fall measures (three consecutive semesters completed). On average, 44% persisted to the second Fall semester, with the highest rate among Fall 2011 students (62.6%) and lowest rate in Fall 2012 (35.8%). Measured across two consecutive terms of enrollment, an average of 68% of African-American students persisted (high point year: Fall 2011 at 77.6% persistence; low point year: Fall 2012 at 62.6%).
- Hispanic students tend to have very high rates of persistence in terms of both Fall-to-Fall (three consecutive semesters) and Fall-to-Spring (two consecutive semesters) measures. On average, 69% of new Hispanic students persist to the next fall semester (high point: Fall 2011 at 83.9%; low point: Fall 2015 at 64.1%). Measured across two consecutive terms of enrollment, an average of 83% of Hispanic students persist (high point: Fall 2014 at 84.9%; low point: Fall 2015 at 82.4%).
- Native American students, though relatively low in overall number, have had significantly lower Fall-to-Fall persistence rates in the Fall 2014 (21.4%) and Fall 2015 (23.8%) cohorts when compared with previous years (Fall 2012 at 56.3% and Fall 2013 at 66.7%).

30-Credit Attainment Trends

- The annual Student Success Scorecard for MJC in 2017 shows that overall 30-credit completion rates over 6 years (defined as percentage of degree, certificate and/or transfer-seeking students starting first-time in 2010-11, tracked for 6 years through 2015-16 who completed at least 30 units) was essentially unchanged when compared against the 2009-10 entering cohort. When compared against overall statewide trends for all California community colleges in 2017, the MJC 30 unit completion rate for 2010-11 cohort was approximately 1% above the state average.
- Since the cohort year of 2008-09, the 30-unit attainment rate (defined in the Student Success Scorecard as percentage of degree, certificate, and/or transfer-seeking students starting first time in a given cohort year and tracked for six years, who ultimately achieve at least 30 units), increased from 69.0% to 70% for all students combined as of the 2010-11 cohort year. African-American students showed a 2.5% improvement in the same time period, and Hispanic students showed 3.3% improvement.

Degree/Certificate Completion and Transfer Trends

- The number of annual earned Associate's degrees at MJC increased by 32.3% between 2009-10 (1232) and 2015-16 (1555).
- The number of annual certificates earned at MJC increased by 147% between 2009-10 (276) and 2015-16 (681).
- The annual Student Success Scorecard for MJC in 2017 shows that overall completion rates over 6 years (defined as percentage of degree, certificate and/or transfer-seeking students starting first-time in 2010-11, tracked for 6 years through 2015-16 who completed a degree, certificate or transfer-related outcome) was approximately 1% lower when compared against the 2009-10 entering cohort. When compared against overall statewide trends for all California community colleges in 2017, the MJC overall completion rate for 2010-11 cohort was approximately 5% above the state average.
- MJC has experienced an overall 38% increase in transfers to four-year institutions over the past seven years. In 2009-10, 1025 students transferred to four-year institutions, while in 2015-16 that number increased to 1414. In 2009-10, 530 MJC students transferred to CSU institutions, an overall 51.7% of all MJC transfers in that year. By 2015-16, 862 MJC graduates had transferred to CSU institutions, an increase of 332 students (62.6%). That year, CSU transfers represented 61.0% of all MJC transfers to 4-year institutions. Transfers to the University of California have averaged 70 to 75 for most years. For Out-of State Institutions, the number of MJC transfers has grown from 151 in 2009-10 to 326 in 2015-16 (representing 23% of all MJC transfers that year), while for In-State Private Institutions the number of transfers has actually declined between 2009-10 (269 students) and 2015-16 (151 students).
- Approximately one-third of MJC students who meet transfer velocity rate cohort definition transfer to a four-year institution within six years. Over the past six years, transfer velocity rates have remained relatively consistent, ranging from 30.9% to 33.8%.
- Examining the most recent transfer velocity rate data available (2009-10 cohort tracked through 2014-15 academic year) by race/ethnicity, differences among racial/ethnic groups were measured. Filipino students (37.5%) and White students (35.4%) had the highest transfer velocity rates, while Hispanic students (29.3%) and Native American students (12.5%) had the lowest rates.