



Measures of Equitable Student Success

The Michigan Community College Association (MCCA) strategic plan, adopted in 2022, identified five strategies to achieve the MCCA’s mission. One of those strategies is to *champion the strategies necessary to achieve equitable student success, emphasizing linkages between policy, practice, and research.*

The MCCA measures equitable student success by collecting and analyzing several leading and lagging indicators beginning with college access and momentum and ending with completion and career outcomes. This comprehensive approach to student success ensures that colleges are measuring completion and career outcomes (lagging indicators) while also tracking access and momentum (leading indicators) that contribute to student success.

MEASURES OF EQUITABLE STUDENT SUCCESS FRAMEWORK

Access	Momentum	Completion	Career
College Enrollment by High School	Fall-to-Fall Retention	Earned a Certificate	Employment Status
Access to Dual Enrollment	Credit Accumulation	Earned an Associate Degree	Earning Above ALICE Threshold
College Enrollment of Adult Learners (Reconnect)	Gateway Course Completion	Transferred	
Program Enrollment and Completion			

MEASURES OF EQUITY

Race and Ethnicity | Gender | Age | Income | Enrollment Status | Disability | Homelessness

MEASURES OF STUDENT SUCCESS DEFINITIONS AND DATA SOURCES

Access

College Enrollment by High School: The number and percentage of students who enroll in any institution of higher education and enroll in the local community college.

Access to Dual Enrollment: The number of eligible and participating dual enrollment students by high school.

College Enrollment of Adult Learners: The number and percentage of adult learners who submitted an application to Reconnect, who enroll in the community college.

Program Enrollment and Completion: The distribution of student enrollment by program and completion by program. Comparing these data illuminates equitable access to programs by comparing students' aspirations to outcomes.

Momentum

Fall-to-Fall Retention: The number and percentage of students who enrolled in the Fall and enroll in the college the following fall.

Credit Accumulation: The number of credit accumulated in the first term and first year including Completed 6 or more college-level credits in the first semester (6 credits S1); Completed 12 or more college-level credits in the first semester (12 credits S1); Completed 15 or more college-level credits in the first year (15 credits Y1); Completed 24 or more college-level credits in the first year (24 credits Y1); Completed 30 or more college-level credits in the first year (30 credits Y1).

Gateway Course Completion: Completed college-level English in the first academic year (English Y1); Completed college-level math in the first academic year (Math Y1); Completed both college-level English and math in the first academic year (English & math Y1).

Completion

Earned a Certificate: Number and percentage of students who earned a certificate 2-, 4-, 6-, 8-years after entry.

Earned an Associate Degree: Number and percentage of students who earned an associate degree 2-, 4-, 6-, 8-years after entry.

Transferred: Number and percentage of students who transferred 2-, 4-, 6-, 8-years after entry. Number and percentage of students who transferred and completed a bachelor's degree.

Career

Employment Status: Number and percentage of students employed two years after completion.

Earnings: Number and percentage of students above ALICE wage two years after program completion.

MEASURES OF EQUITY

Michigan's 31 community colleges serve diverse local communities and encounter unique challenges in improving student success. By disaggregating data, we capture nuanced student outcomes, respecting the unique of each college. Where available, MCCA will disaggregate outcomes for additional subgroups such as disability, and students experiencing homelessness, veterans, caregivers, immigrants, parenting students, non-binary students, and more. We will continue to identify and include additional subgroups as data becomes available.

Race and Ethnicity: Categories including Hispanic or Latino, American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and White as reported in selected data sources.

Gender: Categories including Male, Female, Other, Unknown as reported in selected data sources.

Age: Age categories as reported in selected data sources.

Income: Typically measured by Pell status or eligibility for Free/Reduced-price lunch as reported in selected data sources.

Enrollment status: Typically measured in outcomes as first-time/full-time, first-time/part-time, non-first time/full-time, and non-first time/part-time.

Disability: Typically measured by eligibility for disability education services or special education services.

Students Experiencing Homelessness: Typically reported by K12 schools as students who experienced homelessness during the school year.

ADDITIONAL NOTES

Audiences

MCCA is focused on using these data with two primary audiences. First, the MCCA will use these data to support member student success strategies. These data are intended to support a comprehensive student success strategy, identify areas for improvement, and select effective practices to improve outcomes. Second, the MCCA will use these measures to inform the MCCA strategic plan and our goal to champion strategies necessary to achieve equitable student success. We expect that MCCA will share aggregated, not individual college, data with the MCCA Board of Directors and in proposals and grant reports to philanthropic funders.

Selection of Data Sources

Community colleges report data to several state and federal organizations which each set different reporting standards and definitions. MCCA selected data sources that are available at the state and institution levels, are (for the most part) publicly available, include measures of equity, are easily accessible, are sufficiently comprehensive to reflect outcomes for all types of student enrollment (full-time/part-time and transfer students), and are likely to remain consistent over time.

There is considerable debate about the “right” measures of success and the MCCA selected measures that represent the best options available that reflect the most accurate data at institutions. Selecting data sources that are inclusive of all students, acknowledging that success is not confined to first-time, full-time students is vital. By adopting measures that reflect the diversity of our student population, we aim to capture a holistic view of success and ensure that our data sources align with the varied educational journeys of every individual served by Michigan's community colleges.

Establishing State and Institutional Goals

Defining equitable student success and identifying appropriate data sources is an excellent step toward improving outcomes, however, it is not sufficient. MCCA's support of community colleges collectively contributes to the state-level goals that the MCCA can use to evaluate its own strategic plan goals. For benchmarking purposes, institutions can compare their performance metrics with community colleges in the state similarly to how colleges currently use the Michigan Community College Data Inventory, the National Community College Benchmarking Project, MiSchoolData, IPEDS Outcomes Measures, and other publicly available data sources.