Success Measure for WIG 2:
Overall Successful Student Completion Outcomes

Student success is at the core to our existence as a community college in preparing students to transfer or enter the workforce. Our completion rates have historically trailed national benchmarks, so it is important for us to focus efforts on increasing the numbers of students who successfully complete their degree, certificate, or transfer.

For the purpose of these goals, successful college completion is defined as the number of students in the first-time-in-college cohort who graduate or transfer within two years, along with the number of part-time students in the cohort who earn 30 or more college-level credits within two years.

Population	Fall 2018 Cohort Student Headcount	% Successful Outcome within two years	2025 Goal	Percentage point gap
MCC Total	2,300	11%	16%	-5

Success Measure for Sub-WIG 2.1:
Successful completion of college-level English and Math in the first year

This is a Guided Pathways Early Momentum Metric and research has shown that early success in college-level English and Math is highly predictive of college completion. Due to reporting differences by the district, note that this measure uses a larger first-time-at-Mesa cohort than the first-time-in-college cohort used for WIGs 1 & 2.

Population	Fall 2019 New Student Cohort Headcount	Completed college-level ENG & Math in 1st Year	2023 Goal	Percentage point gap
MCC Total	3,359	27%	33%	-6
American Indian/ Native American	114	23%	33%	-10
Asian/Hawaiian/Pacific Islander	165	41%	41%	0
Black/African American	188	20%	33%	-13
Hispanic/Latino(a)	858	30%	33%	-3
White	1,953	32%	33%	-1
Unknown	81	25%	33%	-8

Success Measures for Sub-WIG 2.2:
Successful credit hour accumulation in the first year

This is a Guided Pathways Early Momentum Metric and research has shown that increased credit accumulation in the first term and first year is highly predictive of college completion. In addition, measuring credit momentum also means that we not only increase student retention, but also increase the number of credits students earn on their pathway. Due to reporting differences by the district, note that this measure uses a larger first-time-at-Mesa cohort than the first-time-in-college cohort used for WIGs 1 & 2.

Full-time Students Earning 30 or More Credits in First Year

Population	Fall 2019 Student Headcount	Completed 30+ Credits in First Year	2023 Goal	Percentage point gap
MCC Total	2,086	12%	18%	-6
American Indian/ Native American	73	7%	18%	-11
Asian/Hawaiian/Pacific Islander	115	21%	21%	0
Black/African American	115	7%	18%	-11
Hispanic/Latino(a)	544	6%	18%	-12
White	1,195	13%	18%	-5
Unknown	44	23%	23%	0

Part-time Students Earning 15 or More Credits in First Year

Population	Fall 2019 Student Headcount	Completed 15+ Credits in First Year	2023 Goal	Percentage point gap
MCC Total	1,273	18%	24%	-6
American Indian/ Native American	41	15%	24%	-9
Asian/Hawaiian/Pacific Islander	50	18%	24%	-6
Black/African American	73	12%	24%	-12
Hispanic/Latino(a)	314	18%	24%	-6
White	758	19%	24%	-5
Unknown	37	19%	24%	-5

Success Measure for Sub-WIG 2.3:
Students reporting a better-than-expected experience

The data below are from the Spring 2019 administration of the Noel-Levitz student satisfaction survey to MCC students. Data by ethnicity for this survey are currently limited to Hispanic and White, but MCC will determine how to best collect data for this success measure in the future that can be disaggregated by additional ethnicities.

The survey question asks students, "So far, how has your college experiences met your expectations?" Answers are on a scale from "1 – Much worse than I expected" to "7 – Much better than I expected." Responses of five, six, and seven are considered to be a better-than-expected experience related to this goal.

Population	% of Students Indicating a Better-than-expected Experience	2025 Goal	Percentage point gap
MCC Total	54%	66%	-12
Hispanic/Latino(a)	51%	66%	-15
White	57%	66%	-9