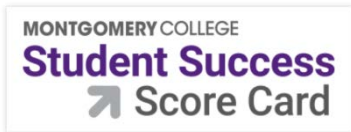


Data Focus of the Month - May 2019

Student Success Tracked over Five Years



The [Student Success Score Card](#), introduced in spring 2015, tracks student performance on key measures relevant to academic success. The Score Card tracks new, full-time, award-seeking students, who are—overall—a small percentage of the total MC population. Nevertheless, their success is an indicator of all students' success and provides insights into important academic initiatives and support efforts. The first edition of the Score Card examined data from students who began in Year 1 of the Score Card. This update provides a look at the performance on these key measures over a five-year period.

Completion improved. Completion is the result of decisions and educational experiences over multiple years—many of which are made and experienced prior to attending Montgomery College. The graduation and transfer rates of new, full-time, award-seeking students at three years after entry—the point at which they are measured—look promising. There are many positive signs in the ingredients for completion. Maintaining momentum and continued support to students as they strive to meet their educational goals are important elements.

Year 1	16.4%
Year 5	22.5%

Figure 1. Graduation rate

Year 1	41.9%
Year 5	45.5%

Figure 2. Graduation plus transfer rate

Time to completion is down. The less time it takes to complete a credential, the better. Our Year 5 cohort completers' time-to-award decreased from 5.4 to 4.5 years for degree recipients and from 6.9 to 6.0 years for certificate recipients.

Retention is up. Keeping students in school is key to completion. With constituent conversations focused on retention this year, we have learned a lot about the factors affecting students' decisions to stay in school. Our retention is improving and is well above national averages.

Year 1	70.8%
Year 5	79.5%

Figure 3. Fall-to-spring retention

Year 1	59.8%
Year 5	64.7%

Figure 4. Fall-to-fall retention

One-year milestone attainment declined. Key credit hour milestones for full-time and part-time students help gauge completion potential. A full-time student should complete at least 24 credits by the end of the first year; a part-time student should complete 12. Full-time student success on this measure declined 2.8 points—from 28.3 percent to 25.5 percent. Part-time students' dropped from 26.6 percent to 21.2 percent. This is an area the College wants to improve.

Gateway course attempts are mixed. A larger percentage of new students in Year 5 attempted gateway courses—key college-level courses required for graduation—compared to new students in Year 1. Enrollment in introductory English increased from 58.2 percent to 69.5 percent. More students attempted math as well, up from 25.1 to 38.6 percent. However, pass rates in English remained about the same (close to 80 percent), but dropped about four points in math (77.1 percent to 73.0 percent).

The Score Card has already proven its worth in focusing the College community on key data points to monitor. Launched with the intention of providing actionable data, faculty and staff have responded with renewed attention to students' needs, innovative programs, and more student support. The disaggregated Score Card data also help us to understand our progress with regard to historically underserved populations. We will prepare a white paper on this topic to present at your next retreat.