



Achieving the Dream™

Community Colleges Count

DATA SUMMIT

August 23, 2017 9:00 - Noon



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WELCOME

Dr. Steve Cain

Chief of Staff/Chief Strategy Officer

Co-chair of Achieving the Dream Data Team



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ACHIEVING THE DREAM

Prof. Shinta Hernandez

Chair of Sociology, Anthropology, and Criminal Justice

Co-chair of Achieving the Dream Core Team



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GRADUATION DATA

Dr. Robert Lynch

Director, Office of Institutional Research and Effectiveness

What data contribute to Completion / Graduation Data?



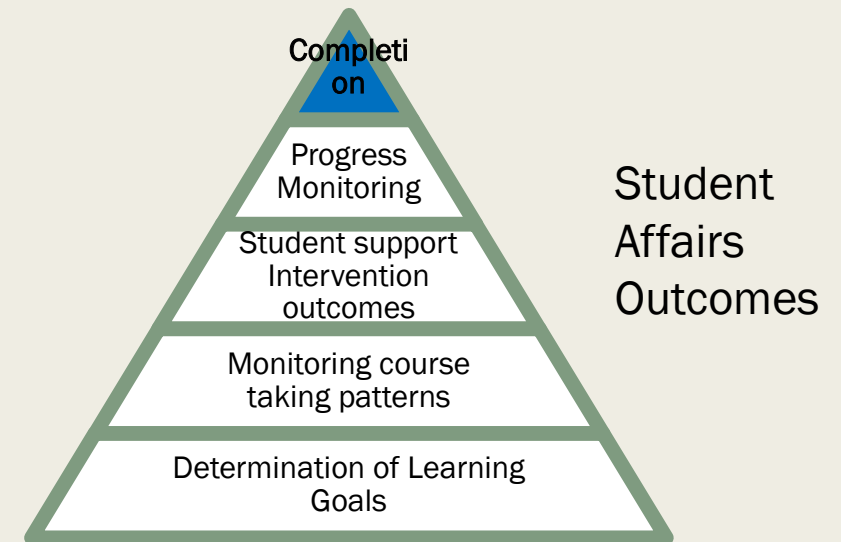
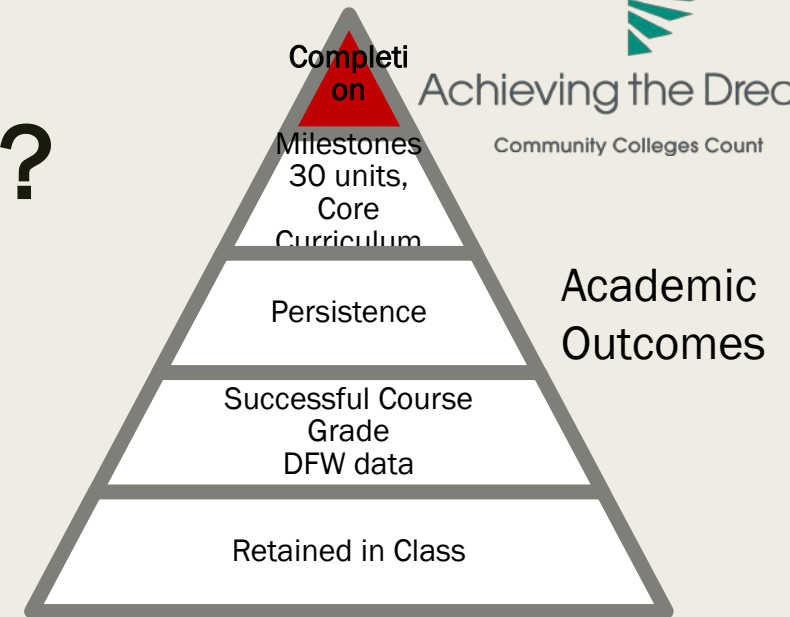
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Leading vs. Lagging Indicators

Lagging indicators are the big goals, the long-term impact we hope to achieve: graduation rates, persistence to degree. Lagging indicators tell us the story about what has happened in the past.

Leading indicators are in our control and lead to our hoped for success. Leading indicators are predictive. They are actionable for students. Some leading indicators include attendance, student discipline incidents, truancy, learning time, grade from first assignment/exam, and formative assessments.



Presentation from Dr. Brad Philips
Fall 2016 Fall Data Event



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Selective Graduation Data

Graduation represents “Completion”

We know not all our students intend to

But it is a “coin of the realm”

What’s worth knowing about Graduation?

And, how to characterize such “Data?”





Some ways to look at Graduation

- Tracking entering student cohorts – new students in a Fall semester

What happens to them over a 3, 4, etc. year period

What relates to their completion or non-completion

Rates of graduation in a time period

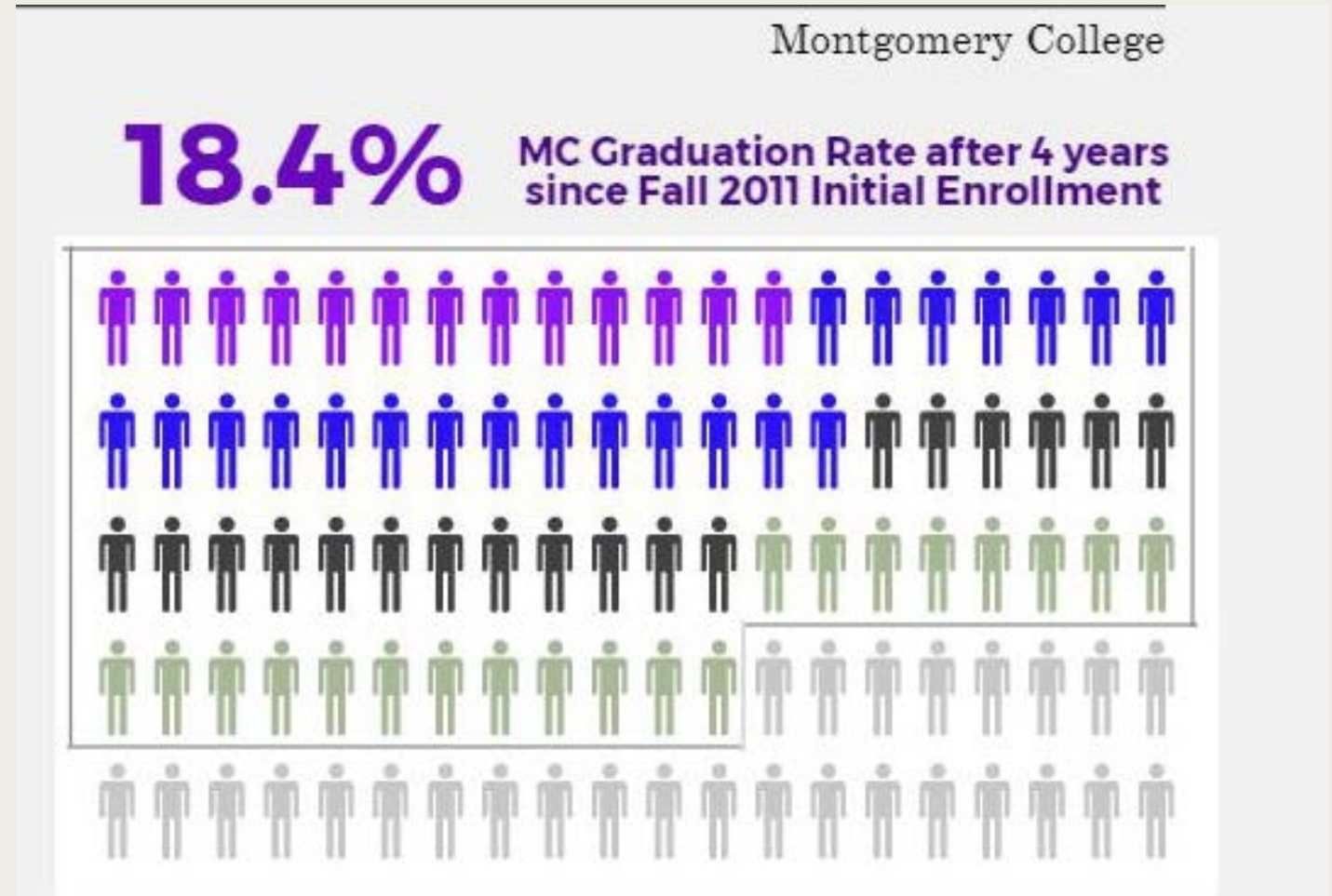
Looking at a Cohort of Entering Students



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- Cohort-based
- Fall 2011 New Students
- Cohort: 2919 students
- Example of Longitudinal Study of Graduation
- Used for State reporting



IPEDS THREE-YEAR GRADUATION RATE FOR NEW, FULL-TIME, AWARD-SEEKING STUDENTS WHO ENTERED MC IN FALL 2010,2011,2012,2013

	Fall 2010	Fall 2011	Fall 2012	Fall 2013
New, Full-Time, Award-Seeking Students	2244	2028	2068	1903
Graduated Within 150% of Time	367	288	370	331
Graduation Rate	16.4 %	14.2 %	17.9 %	17.4 %
Four-Year Average	1,356 / 8243 = 16.5 %			

ALL NEW-TO-COLLEGE STUDENTS AT MONTGOMERY COLLEGE IN FALL 2011 --
COMPLETERS 4 YEARS LATER

The Maryland "Degree Progress Analysis" Model

		All Students		College-Ready		Develop.		Develop.	
				Students		Completers		Non-Completers	
1.	First-time Full- and Part-Time Fall headcount.	4,019		987		1992		1040	
2.	Number attempting fewer than 18 hours over first 2 years.	1,100		406		234		460	
3.	Cohort for analysis (Line 1 - Line 2)		72.6%		58.9%		88.3%		55.8%
		2,919	100%	581	100%	1,758	100%	580	100%
4.	Earned Associate Degree from MC.	516	17.7%	141	24.3%	351	20.0%	24	4.1%
5.	Earned Certificate, but No Degree, from MC.	22	0.8%	8	1.4%	8	0.5%	6	1.0%
6.	Total Associate & Certificate Graduates (Line 4 + Line 5)	538	18.4%	149	25.6%	359	20.4%	30	5.2%

Some ways to look at Graduation

■ Examining a cohort of Graduates

How long did it take them

What characteristics do they evidence

Do some look different



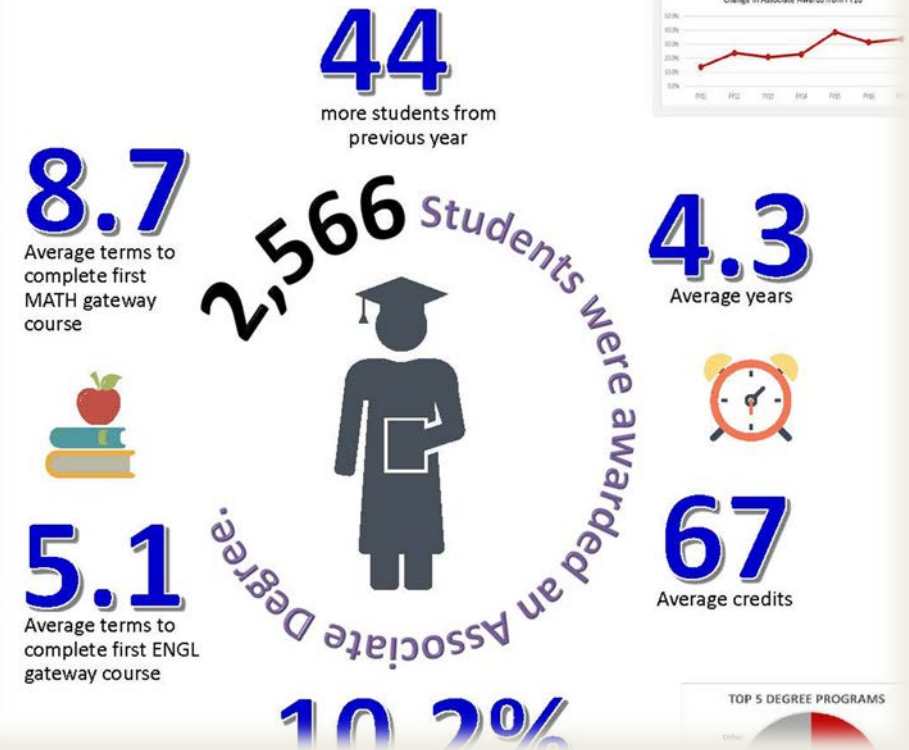
Looking at a Cohort of Grads FY17 Graduates Mini-Profile

- Associate Degree recipients in 2016-2017
- 2,566 students
- An example of Cross Sectional Study of Graduation
- Used in state and national reporting

Graduate Mini-Profile for FY17

Data Summit, Fall 2017

Montgomery College, August 23, 2017



ASSOCIATE DEGREE RECIPIENTS – FY17

	All Grads	Start as Full-Time	Start as Part-Time
Number	2566	1,306	1,260
		50.9%	49.1%
Less than one-fourth FT	32.2%	13.5%	51.5%
Less than half FT	61.8%	41.7%	82.6%
More than half FT	38.2%	58.3%	17.4%
Years to Grad	4.3	3.5	5.2
Terms Enrolled	10.2	9.5	11.0

How long did it take the “Completers?”

On average – 4.3 Years from first term

Why ???

Half started as Full-Time (51%)

But just over half of them stayed Full-Time half of the time

And, they weren't “Continuous” – averaging 10 terms enrolled

Taking so long.....

They changed majors – on average 2.5 times

They had Preparatory Coursework to complete – half of them

They didn't pass everything -- **10%** of their grades were “DFW”

Their “Gateway” English and Math came “later” – 1 to 2 Years after entry

“DFW grades in “Gateway” Courses were 16 – 17 %

SO ??

What have we decided ??

What does this data tell us ??

A very wise man once said :

**Most data raise more questions than they
answer**

Small Group Activity

1. Which aspects of the graduation data did your group discuss?
 2. What other aspects of graduation data may be potentially helpful?
 3. How might you use/connect the data presented today and/or the proposed data described in Question #2?
- Proceed to the assigned Room#
 - For each group, submit responses online at <https://www.surveymonkey.com/r/N9RM5KT>
 - Be back at Globe Hall by 10:40 a.m.



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LARGE GROUP DISCUSSION 10:40 A.M.



Dr. Robert Lynch

Director, Office of Institutional Research and Effectiveness

MONTGOMERY COLLEGE

OUR MISSION

We empower
our students to change their lives, and
We enrich
the life of our community.
We are accountable
for our results.

OUR VISION

With a sense of urgency for the future, Montgomery
College will be a national model of educational excellence,
achieving the highest level of student success. Our organization will
be recognized as the best in the field as it meets the

Report Number 2017-9

June 13, 2017



Montgomery College
Metrics, FY 2017

Elaine Bonner-Tompkins
Carl Scruggs

Fall 2017



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Accountability Targets:

MC2020

- Graduation Rate: 20%
- Time to Complete for Associate Degree: 3 years

Academic Master Plan

- Increase graduation rate of First-time, Full-time students
- Reduce time to completion
- Reduce cost of completion

Achieving the Dream indicators

Montgomery County Funding Metrics

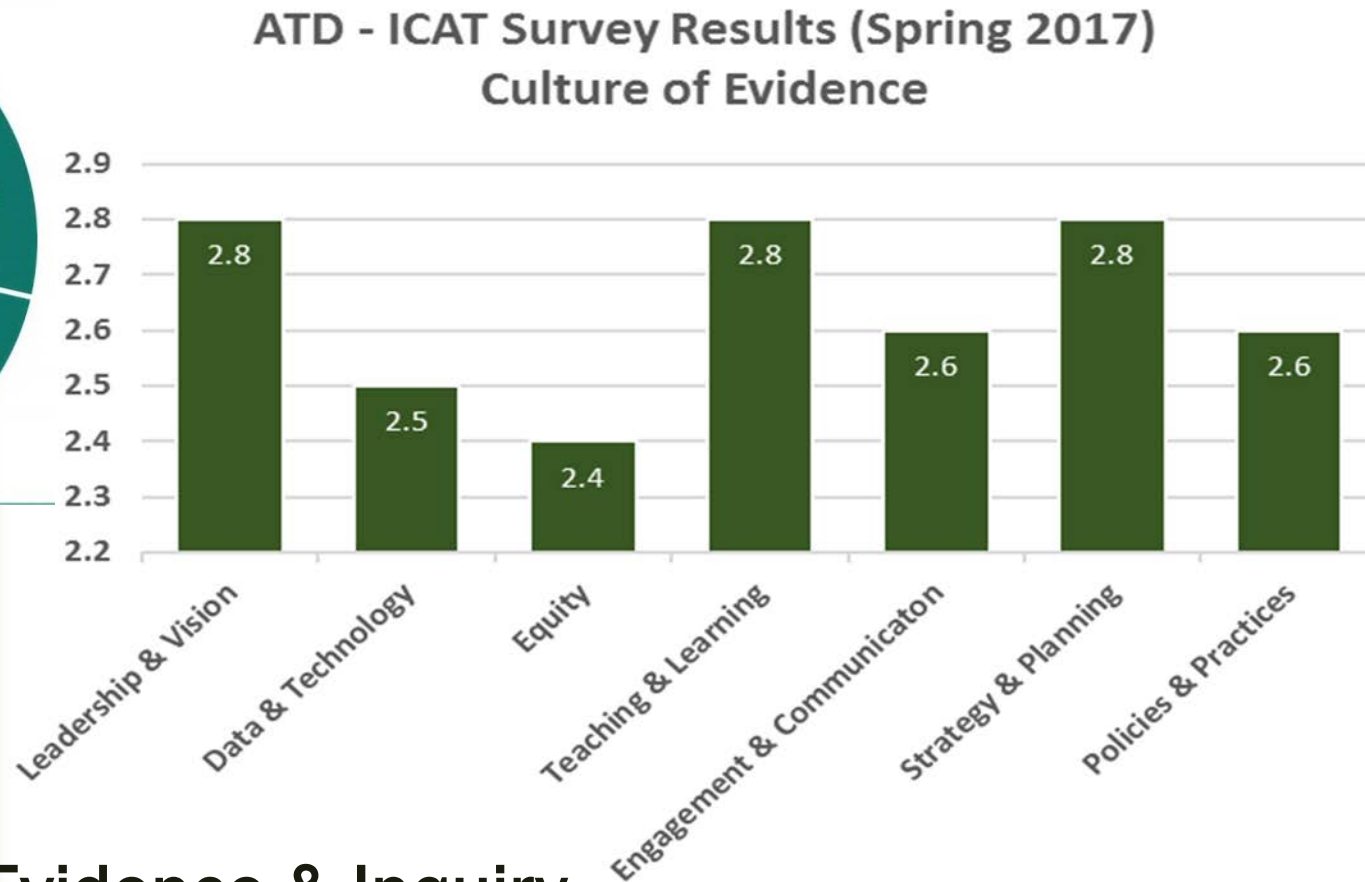
Trends in Community College Enrollment and Completion Data

Jolanta Juskiewicz, Ph.D.
March 2016

American Association of Community Colleges • Washington, DC

Trends in Graduation Data (AACCC report)

1. Enhance the official graduation rate by adding:
 - 300% of normal time to completion graduation rate for CC
 - Include transfers-out
2. Add new outcome measure
 - Track 6 years and 8 years part-time, first-time and non-first-time students as well as full-time, non-first-time students



A Culture of Evidence & Inquiry

- Establishing a cultural practice of **regularly** examining data and targeting improvements is an imperative, not an option, in Achieving the Dream colleges.
- <http://www.achievingthedream.org/focus-areas/culture-of-evidence-inquiry>



THE CHRONICLE OF HIGHER EDUCATION

Big Data Alone Won't Help Students

Educators must know how to make sense of and use the information

By Brad C. Phillips and Jordan E. Horowitz

"Big data" has become the rage among America's community colleges.

The promise of big-data systems is that predictive analytics will help educators better understand where students get stuck, helping them support students at risk of failure. These systems generally \$100,000 and higher. Other rarely anticipated outlays include system supports such as annual updates, maintenance, secure data storage, and customization.

"... to help us reframe data use. The three component model we've developed includes: (a) analytics, (b) human judgment and decision-making, and (c) organizational habits."



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KEYNOTE TALK

Dr. David Kowalski

Executive Director of Institutional Research
Montgomery County Community College, Pennsylvania



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CLOSING

Dr. Steve Cain

Chief of Staff/Chief Strategy Officer

Co-chair of Achieving the Dream Data Team



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SUMMIT EVALUATION FORM

Next Data Summit
Spring 2018 Professional Week
TRANSFER