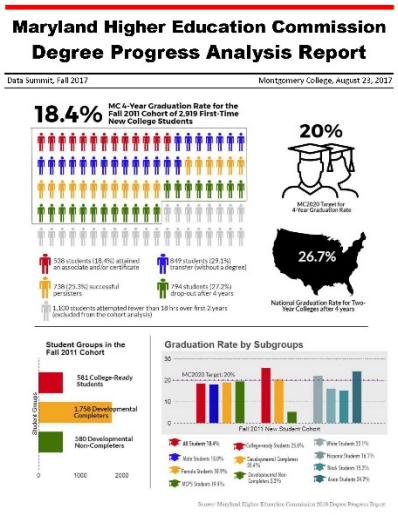
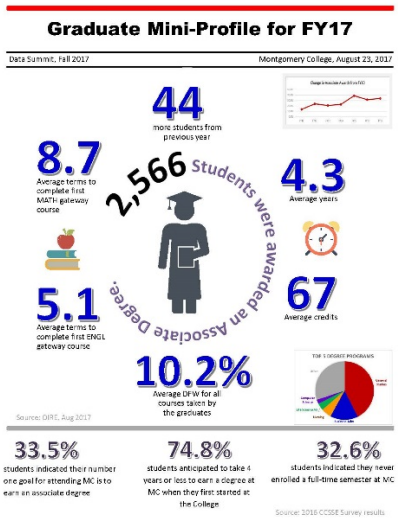
Report on Data Summit, Fall 2017

Theme: Understanding our History to Get to our Future: Student Completion

Date, Time, and Location: August 23, 2017 8:30 a.m. – 12:00 noon, Globe Hall, Germantown Campus

1. There were a total of 110 attendees.
2. We received 41 evaluation forms and all were positive.
    a. 100% 'Agree' and/or 'Strongly Agree' that the Data Summit was well organized.
    b. 100% 'Agree' and/or 'Strongly Agree' that the keynote and breakout session was informative and useful/applicable to my work.
    c. Highlights of other common feedback from attendees:
        i. Need more time for breakout session
        ii. More people should attend
        iii. Provide program/discipline/unit specific data would be more useful
3. Next Steps
    a. Report out to ATD Committee
    b. Share the Summit results with College Community
4. The Data Summit material can be found at this link: http://cms.montgomerycollege.edu/EDU/Department.aspx?id=102173





SUMMARY FINDINGS OF SMALL GROUP DISCUSSION

1. WHICH ASPECTS OF THE GRADUATION DATA DID YOUR GROUP DISCUSS?

Time to Completion

1. Completion within the "4.3 average years" timeline
2. time to completion calculation,
3. length of time to gateway courses,
4. Average terms to graduation, DFW rates.
5. The math time-to-completion is much higher than for English. Both are major concerns.
6. Number of terms/years to completion
7. 2017 graduated cohort: how many semesters it took for them to take their first Math/English course.
8. Time to completion between FT and PT students.
9. Patterns in switching majors - e.g. What majors are students switching from/to? How much time are they "losing" by switching?

Enrollment pattern of FT vs PT student

1. Movement from Full-time to Part-time throughout academic career
2. Percentage of students NEVER full-time
3. Number of students who start FT and become PT
4. FT student changes to PT and we tend to consider them FT the entire time. / The majority of FT stay FT.

DFW Rate among Graduates

1. The DFW rates (particularly for the gateway courses) are major concerns.
2. The average DFW rate of 6.2% for Sciences looks low, but these are just for graduates.
3. so many students overcome DFW experience and still graduate;
4. DFW initiative concluded - had impact.
5. Why are DFW rates lower in Math than English though it takes longer to pass the gateway? (Could be that there are fewer courses to take to get to the gateway.) Are students repeating? Withdrawing? We are looking at graduating students - the 10% DFW number is just among those who graduate.

Average number of Credits to graduate

1. Some degrees, such as Engineering, are more than 60 credits.
2. Changing your major is likely to make a student have to take more than 60 credits.
3. Programs like Nursing that have external accreditation require more than 60 credits.
4. How 2.5 average changing majors compared nationally; what majors are they switching between? - shared core requirements? Where the extra credits in the "67 average credits" are coming from?

Graduation rate among subgroups

1. Difference in graduation rates between students who are college-ready and developmental are not as great as thought.
2. The average number of students who take developmental and don't succeed tend to slow down and fall off / not complete.
3. Developmental to gateway pathways - What's the common pathway? How are the success rates? etc.
4. graduate data by major - science and business in 3 years, but DFW percent is small in nursing and science majors; business majors taking the longest to get to gateway math;

2. WHAT OTHER ASPECTS OF GRADUATION DATA MAY BE POTENTIALLY HELPFUL?

Breakdown the Graduation Rates by Programs or Majors

1. Also, disaggregate the DFW rates among the graduates by program.
2. How many students are double-major? Double-major would require additional course work and more time.

Breakdown by enrollment pattern

1. Examine enrollment pattern to see what schedules led to student success?
2. Full-time, part-time, mixed-time…
3. Parts of term – late start, late-late start
4. Evening, daytime classes, online classes, summer enrollments
5. Better tracking of the amount of time students stop out/return.
6. A breakdown of parameters (major, entry-terms and total # terms) would be more revealing.
7. How many terms did a FT student attend?
8. Course history data whether student has previously taken (repeat) a course?

Breakdown by student subgroups

1. Disaggregated by gender and race, immigrant students, international students.
2. Financial support ladder graduates had in place - were they working ft, pt? Getting grants? We have that from FAFSA, but that's only a portion of our students. We need this disaggregated by gender and race.
3. What factors were involved for those who graduated on time versus those who didn't? (characteristics/demographics?)
4. What is the success rate of students who do not have to take developmental classes (by status: FT/PT). Future identification of data of developmental students (demographics, completion)
5. For the students who need developmental classes, what's the average terms to ATTEMPT a gateway course?
6. Look at DF separate from W students. Ratios between DF and W. Provide reasons for W's. Number of attempts at courses?
7. Which students are in different cohort groups getting support - ACES, ATP?
8. Focus on the successful persisters (after four years) to help them finish, finish faster. What is keeping these students here? Break down data to see what is actually happening.

Provide additional data for comparison

1. Number of awards vs. enrollment
2. Please provide mean +/- SD for data.

WE NEED ADDITIONAL DATA…

BEFORE/DURING ON-BOARDING

1. Background data on students before reaching MC. (previous education experience, zip code, high school, placement, SAT, etc.) How does student's background play a role in their graduation (time and success)?
2. If we have Banner cohort codes for groups, like ACES, how do we use that data?
3. How do we determine the student's intention? Track those who want to earn degree.
4. Gather data to determine graduation rates for students who took orientation in person vs. online orientation. This could inform changes/ improvements in both.

AT MC

5. Are students repeaters, or have a W in a class? Let faculty know this info at beginning of class.
6. Study pattern or learning behavior. When do students have time for schoolwork? (Night, evening...?)
7. Information for re-entry students who leave and come back, students who return.
8. Information for the reasons WHY students repeat classes.
9. How are our services effecting student success? Track the student's intent and utilization of student support services. Data on whether student support services correlates or aligns with these numbers that we are looking at.
10. Talk to students about why they stop going full-time.
11. Issues outside of academics that impact student success - food insecurity, homelessness, what are the personal things students are encountering (not necessarily negative)? How do you balance the cultural norms of helping with family? Students are experiencing life and the data does not account for this.

AFTER LEAVING MC

12. Why did a student leave college? What life-events are happening at the point where students do not return for a term?
13. And how much financial support do students provide for their families and how this is a consideration in how they succeed.
14. Data on what happens to students after they graduate.
15. Do we do exit interviews with students? We do post graduation surveys.
16. What majors do students transfer into at the 4-year?
17. Many students transfer before getting a degree. How do these students do in their transfer programs?
18. Knowing what majors (and institutions) students transfer to would help with conversations with disciplines that don't have programs. Performance at next institution compared with students who started at the 4-year. What kind of pedagogy do we need to modify?
19. Some students transfer to higher ed institutions without completing MC degree program. How are these students tracked? The data regarding these students should be incorporated in to "success rates."

3. HOW MIGHT YOU USE THE DATA PRESENTED TODAY AND/OR THE PROPOSED DATA DESCRIBED IN QUESTION #2?

USE DATA TO ASSESS

1. Use data as we think about student success efforts and focus data to see where there are gaps. Time to completion between FT & PT students and how this changes.
2. Help students to cut time to completion, or to provide incentives for students to complete more quickly.
3. Determine causes in transition between FT and PT, exiting and reentering.
4. Assessment of college-wide resources, climate, and student support services.
5. Assessment of barriers to completion from student perspective.

USE DATA TO DESIGN CURRICULUM AND SUPPORT PROGRAMS

1. Wraparound services and comprehensive services (Ex. Child care, employment, mental health support) What micro-interventions can we implement? Our students have many needs. Use the data provided to identify student populations in need of targeted services. We can change hours/availability of services to better match student's schedules.
2. How do we change English 102 to align with life sciences readings? Design of metamajors; how to increase completion in developmental courses? Provide more internship opportunities help guide students to discover a career they may be interested in pursuing.
3. How to design a curriculum that can be broad enough to allow a student to change majors without losing time? Should all students get their foot in the door through General Studies?
4. Need to publicize (communicate) services (e.g. career services, counseling) to help students succeed
5. Embedded advising. Find first gateway courses in that major and put them in the curriculum.
6. Looking at time to complete first gateway class and looking at clearer advising plans to complete these classes earlier. Place a restriction on enrollment. Creating a support mechanism.

IMPROVE DATA TRANSPARENCY. DATA ACCESS. DATA DELIVERY

1. Data transparency: share all data with all disciplines. More centralized data - allow access to all.
2. Data delivery needs to be infused in the work that is being done rather than just a broadcast. Delivery – both online vs. face-to-face.
3. Create one data source. Need to consolidate data for all support services.
4. Need better technology. Use data and graphs - infographics to inform students

IMPROVE DATA QUALITY. DATA LITERACY. DATA CULTURE

1. Need more qualitative data to address the quantitative numbers. (Ex. who was involved in a mentoring partnership and what was that impact?)
2. Need to track more data. Many pieces of student data are not captured and not easy to capture.
3. Bring students in for conversations. There are students who will not tell us their personal struggles. Not capturing these in the data. How can we get a student voice to identify challenges/successes and integrate services?
4. All employees should look at this information on a regular basis. More open discussion and communication among the three campuses, and among areas.
5. Need more training on where, who, how to work with data. Focus groups through libraries.
6. Professional days before holidays and the end of semester – could this be institutional or campus days that could be focused on in-person meetings re: data. Could be focused on campus-specific data.