

DATA SUMMIT - August 2018

WHO GETS EXCLUDED FROM OUR "SUCCESS-PERSISTENCE" CALCULATIONS FOR NEW STUDENTS FOUR YEARS AFTER ENTRY?

In examining the outcomes four years after entry for new-to-college students, those who do not attempt 18 credits within two years of entry are excluded from the analysis. The presumption in this is that they were not "behaviorally" pursuing an award of substantial preparation for transfer because their "pace" (not attempting roughly six courses in two years) suggests they may have a different intent or goal in attending the college.

These students comprise one-fourth of all new students - a substantial proportion, and the purpose in examining them is to explore the possible identification of factors, characteristics, behaviors, etc., that might help focus intervention efforts to address their course-taking

So far, this is effectively a "fishing expedition," and the hope is that factors that appear to have potential utility can be identified.

What have we learned or identified so far:

A substantial number of new students (i.e., 28% of the Fall 2012 cohort and 30% of the Fall 2013 cohort) do not attempt 18 credits within two years of entry

These students have a higher proportion of White students than the group that does attempt 18 hours

Nearly two-thirds (65%) indicated on their application for admission that they intended to obtain a degree or certificate and another 20% intended to do substantial preparation for transfer. Being here for "personal interest," for example, does not seem to account for their being in the "Line 2" cohort.

Indeed, their "pace" did contribute to much lower four-years-later "success-persistence" proportions than their counterparts who had attempted 18 hours within the first two years.

They weren't totally "unsuccessful" by these criteria of graduation, transfer, earning 30 credits with a 2.0 GPA, or being still enrolled. But the proportion who did those things was much smaller than their counterparts -- their overall "successful-persister" rate, for example, was 27%, compared to 73% for their counterparts in the 18-and-over hours attempted group.

What to do next?

Explore additional factors for "relevance" and conduct breakdowns/disaggregations that might uncover ways of identifying "likely-to-be-Line 2 students" in the future

Develop actions, efforts, activities that have as their objective increasing students' course-taking "rate" so they don't fall-into "Line 2" inadvertently.....

TABLE 1: Mini-Profile of "The Forgotten Fourth"

There were 1,158 new students in Fall 2012 who did not attempt 18 credits (hours) within two years of their entry (they were 28% of the total 4,207 new students. This Profile reports some of their "characteristics" by their race, reason for attending, and level of academic preparedness (i.e., were they in need of developmental coursework, or were they "college-ready").

	Total	"Academic Preparedness" - Need for developmental coursework and reasons for attending - their goal in coming to the college					
		College Ready		Dev Completers		Dev Non-Completers	
"Reason"	1158	437		289		432	
Degree or Cert	753	212	49%	215	74%	326	75%
Transfer	235	97	22%	56	19%	82	19%
Personal Interest	121	109	25%	4	1%	8	2%
H.S. Student/Unknown	49	19	4%	14	5%	16	4%

Nearly two-thirds indicated on their application they were pursuing a degree or certificate, and another 20% were planning to prepare for transfer to a four-year institution-totaling 85% who were intending to make significant academic progress. But they didn't (see Table 2).

	Total	College Ready	Dev Completers	Dev Non-Completers
Terms Enrolled	2.2	2.3	2.4	2.0
Avg. Fall/Spring	1.9	1.7	2.2	1.8
Avg. Summer/Winter	0.3	0.5	0.3	0.2

Over the four-year period from their entry, they averaged barely two fall or spring semesters and very few summer or winter terms.

	Total	College Ready	Dev Completers	Dev Non-Completers
American Indian/AK Native	2	1	0	1
Asian	90	60	15	15
Black	373	73	94	206
Hispanic	252	44	81	127
Hawaiian/Pacific Islldr	5	3	1	1
White	422	252	95	75
Multi-Race of Unknown	14	4	3	7
Totals	1158	437	289	432

A smaller proportion of them were nonwhite than in the group of students who did attempt 18 hours in their first two years - that is, more of these "Line 2" students were White than in the cohort examined by the Degree Progress Analysis

**TABLE 2:
DEGREE PROGRESS ANALYSISfor the "Line 2" - "The Forgotten Fourth"**

New-to-College Full and Part-Time Students in Fall 2012

Line 1 is all new students, Line 2 is those who didn't attempt 18 credits and the remaining lines reflect the "Line 2" students' behavior in four years from entry

Line	Status	All "Line 2"		College Ready		Dev Completer		Dev Non-Completer		
1	New-to-College Students	4207		1285		1867		1055		
2	Attempted fewer than 18 hours in first 2 years	1158	27.5%	437	34.0%	289	15.5%	432	40.9%	percents are "of the students in Line 1"
6	Graduated	14	1.2%	6	1.4%	5	1.7%	3	0.7%	percents are "of the students in Line 2"
			2.1%		34.1%		20.8%		3.4%	
12	Transferred	248	21.4%	130	29.7%	52	18.0%	66	15.3%	Percents in blue are those of the students who were considered pursuing an award or transfer
			35.6%		54.6%		33.1%		16.2%	
14	Grad or Tran	258	22.3%	135	30.9%	56	19.4%	67	15.5%	
			45.6%		68.5%		44.0%		18.5%	
15	30 credits with 2.0	4	0.3%	2	0.5%	1	0.3%	1	0.2%	
			20.2%		16.0%		25.0%		13.8%	
16	"Successful Transition"	262	22.6%	137	31.4%	57	19.7%	68	15.7%	
			65.8%		84.6%		68.9%		32.3%	
17	Still Enrolled	48	4.1%	6	1.4%	20	6.9%	22	5.1%	
			7.5%		3.7%		6.9%		14.4%	
18	Successful-Persister	310	26.8%	143	32.7%	77	26.6%	90	20.8%	
			73.3%		88.2%		75.9%		46.7%	

This examines the "degree progress" made by the fall 2012 new students who did not attempt 18 credits within their first two years and were therefore considered to be more likely to "not be pursuing a degree, certificate, or substantial preparation for transfer."

For comparison purposes, the blue percentages are those of the students who did attempt 18 credits and were therefore considered to be pursuing an award or transfer.

These students do appear to be much less likely to graduate, transfer, or persist (lines 16 and 18) than their colleagues who attempted at least 18 credits in their first two years, although overall, one-in-five did graduate or transfer in four years.

MONTGOMERY COLLEGE
Degree Progress 4 Years after Initial Enrollment
Fall 2013 Entering Cohort

	All Students		College-Ready Students		Developmental Completers		Developmental Non-Completers	
1. First-time Full- and Part-Time Fall headcount.	4,119		1,083		1548		1488	
2. Number attempting fewer than 18 hours over first 2 years.	1,215		480		89		646	
3. Cohort for analysis (Line 1 - Line 2)	2,904	<i>70.5%</i> 100%	603	<i>55.7%</i> 100%	1,459	<i>94.3%</i> 100%	842	<i>56.6%</i> 100%
4. Earned Associate Degree from MC.	575	19.8%	190	31.5%	383	26.3%	2	0.2%
5. Earned Certificate, but No Degree, from MC.	38	1.3%	18	3.0%	11	0.8%	9	1.1%
6. Total Associate & Certificate Graduates (Line 4 + Line 5)	613	21.1%	208	34.5%	394	27.0%	11	1.3%
7. Transferred to Maryland 2-Year/Technical College.	89	3.1%	13	2.2%	42	2.9%	34	4.0%
8. Transferred to Maryland Public 4-Year College/Univ.	800	27.5%	245	40.6%	504	34.5%	51	6.1%
9. Transferred to Maryland Private 4-Year College/Univ.	41	1.4%	8	1.3%	22	1.5%	11	1.3%
10. Transferred to Out-of-State 2-Year/Technical College.	53	1.8%	10	1.7%	17	1.2%	26	3.1%
11. Transferred to Out-of-State 4-Year College/Univ.	233	8.0%	64	10.6%	103	7.1%	66	7.8%
12. Total Transfers (Sum of Lines 7 - 11)	1,216	41.9%	340	56.4%	688	47.2%	188	22.3%
13. Graduated from MC & Transferred (Line 6 intersection Line 12)	429	14.8%	140	23.2%	286	19.6%	3	0.4%
14. Graduated and/or Transferred { (Line 6 + Line 12) - Line 13 }	1,400	48.2%	408	67.7%	796	54.6%	196	23.3%
15. No Award or Transfer, but 30 credits with GPA ≥ 2.00.	467	16.1%	90	14.9%	303	20.8%	74	8.8%
16. Successful Transition to Higher Ed (Line 14 + Line 15)	1,867	64.3%	498	82.6%	1,099	75.3%	270	32.1%
17. Enrolled at MC last term of study period.	236	8.1%	17	2.8%	116	8.0%	103	12.2%
18. Successful or Persisting (Line 16 + Line 17)	2,103	72.4%	515	85.4%	1,215	83.3%	373	44.3%

MONTGOMERY COLLEGE
Degree Progress 4 Years after Initial Enrollment
Fall 2013 Entering Cohort / Race-Ethnicity Summary

		Asian Students		Black Students		Hispanic Students		Native Am. / AK Students		Pacific Isl. / HI Students		White Students	
1.	First-time Full- and Part-Time Fall headcount.	412		1,221		1,175		34		27		1,178	
2.	Number attempting fewer than 18 hours over first 2 years.	83		393		256		9		9		440	
3.	Cohort for analysis (Line 1 - Line 2)		79.9%		67.8%		78.2%		73.5%		66.7%		62.6%
		329	100%	828	100%	919	100%	25	100%	18	100%	738	100%
4.	Earned Associate Degree from MC.	84	25.5%	111	13.4%	184	20.0%	1	4.0%	9	50.0%	172	23.3%
5.	Earned Certificate, but No Degree, from MC.	5	1.5%	8	1.0%	10	1.1%	0	0.0%	0	0.0%	15	2.0%
6.	Total Associate & Certificate Graduates (Line 4 + Line 5)	89	27.1%	119	14.4%	194	21.1%	1	4.0%	9	50.0%	187	25.3%
7.	Transferred to Maryland 2-Year/Technical College.	4	1.2%	39	4.7%	20	2.2%	1	4.0%	0	0.0%	23	3.1%
8.	Transferred to Maryland Public 4-Year College/Univ.	147	44.7%	201	24.3%	203	22.1%	5	20.0%	6	24.0%	225	30.5%
9.	Transferred to Maryland Private 4-Year College/Univ.	2	0.6%	12	1.4%	10	1.1%	1	4.0%	0	0.0%	15	2.0%
10.	Transferred to Out-of-State 2-Year/Technical College.	5	1.5%	16	1.9%	10	1.1%	2	8.0%	0	0.0%	19	2.6%
11.	Transferred to Out-of-State 4-Year College/Univ.	22	6.7%	69	8.3%	46	5.0%	3	12.0%	1	5.6%	88	11.9%
12.	Total Transfers (Sum of Lines 7 - 11)	180	54.7%	337	40.7%	289	31.4%	12	48.0%	7	38.9%	370	50.1%
13.	Graduated from MC & Transferred (Line 6 ∩ Line 12)	72	21.9%	81	9.8%	134	14.6%	1	4.0%	6	33.3%	126	17.1%
14.	Graduated and/or Transferred { (Line 6 + Line 12) - Line 13 }	197	59.9%	375	45.3%	349	38.0%	12	48.0%	10	55.6%	431	58.4%
15.	No Award or Transfer, but 30+ credits with GPA ≥ 2.00.	55	16.7%	109	13.2%	189	20.6%	6	24.0%	5	27.8%	95	12.9%
16.	Successful Transition to Higher Ed (Line 14 + Line 15)	252	76.6%	484	58.5%	538	58.5%	18	72.0%	15	83.3%	526	71.3%
17.	Enrolled at MC last term of study period.	28	8.5%	67	8.1%	91	9.9%	2	8.0%	1	5.6%	45	6.1%
18.	Successful or Persisting (Line 16 + Line 17)	280	85.1%	551	66.5%	629	68.4%	20	80.0%	16	88.9%	571	77.4%

Note: 39 Degree Progress Students Classified as Multi-Race or Unknown