

MC FACULTY

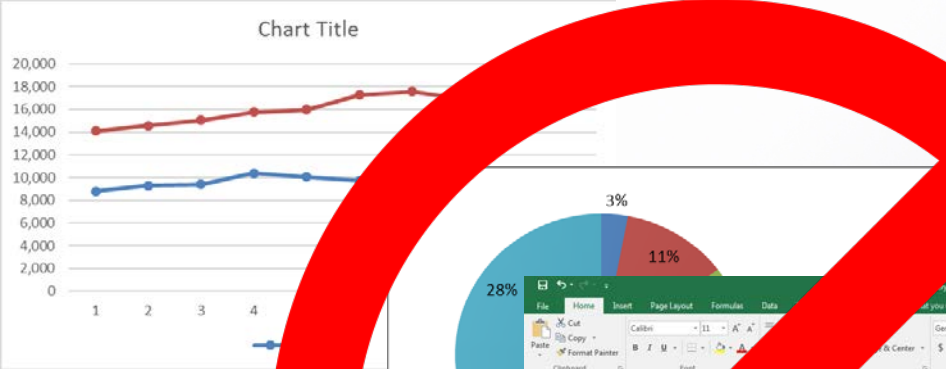
New Faculty Orientation



Student Success

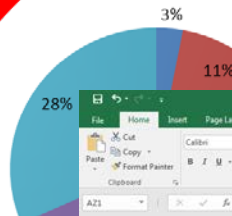


“By the Numbers”



Attainment of Credit-Level "Milestones" By New Students

GENDER	% Attain		% Attain		% Attain	
	Year 1 Milestone	Year 2 Milestone	Year 1 Milestone	Year 2 Milestone	Year 1 Milestone	Year 2 Milestone
Female	44.9%	18.0%	44.9%	18.0%	44.9%	18.0%
Male	43.5%	14.6%	43.5%	14.6%	43.5%	14.6%



AV	AW	AX	AY	AZ	BA	BB	BC	BD	BE	BF	BG	BH	BI	BJ	BK	BL	BM	BN
1	middle	lastnam	address	country	county	latitude	longitude	email	phone	emp_lastname	emp_title	emp_d	emp_i	emp_l				
2		Tolson		United St.	Montgom	39.14344	-77.2014	jamestc		Jamison Profe								
3		Lopez		United St.	Montgom	38.99067	-77.0261	m_uctel	*1 240-5	NMS Healthc								
4		Ucles		United St.	Montgom	38.98465	-77.0947	tjshaleh										
5		(aw)		United St.	Montgom	39.14344	-77.2014	galeber	*1 240-4	Montgomery								
6		Odette Spic		United St.	Montgom	39.084	-77.1528	easthoc	*1 301-4	The Kingsbor								
7		Murray		United St.	Montgom	39.14344	-77.2014	morgan		Omensey Fa								
8				United St.	Montgom	39.17316	-77.2717	khayatip	*1 301-5	Jet Airway								
9				United St.	Dist. of	38.90719	-77.0369	mystics	*1 240-5	MDA&C								
10				United St.	Montgom	39.14344	-77.2014	travenski		TalDe&A								
11				United St.	Montgom	39.18066	-77.0591	rebecca	*1 301-5	K4 Solu								
12				United St.	Montgom	38.98465	-77.0947	ferreteria	*1 202-1	Univers								
13				United St.	Montgom	38.99067	-77.0261	myshell	*1 571-2	Targe								
14				United St.	Dist. of	38.90719	-77.0369	karen.b	*1 202-3	N								
15				United St.	Montgom	39.14344	-77.2014	travenski		TalDe&A								
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23				United St.	Montgom	38.99067	-77.0261	myshell	*1 571-2	Targe								
24				United St.	Dist. of	38.90719	-77.0369	karen.b	*1 202-3	N								
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50				United St.	Montgom	39.14344	-77.2014	travenski		TalDe&A								

Student Success Score Card



A LOT HAS CHANGED



AND CHANGING FAST!

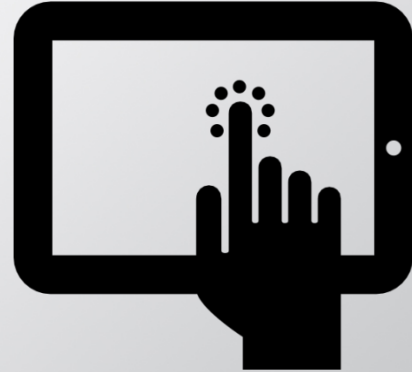
In FY16:

- **6%**

Percentage of students who took courses entirely online

- **24%**

Percentage of students who took at least one online course



PART-TIME IS THE NEW NORM

- **65%**

MC Students are
Part-time

- **10%**

Growth in Number of Part-time
Students Since 2006

PART TIME MAKES IT HARDER

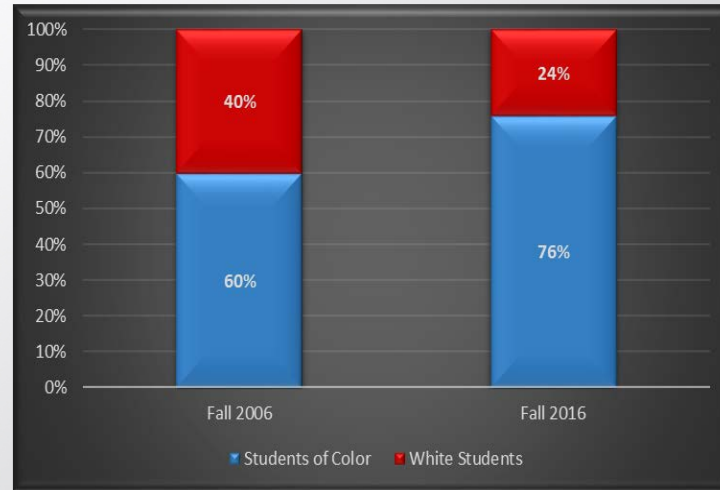


ONLY 7.8%

of part time students, nationally,
complete an associate's degree within
4 years of high school graduation.

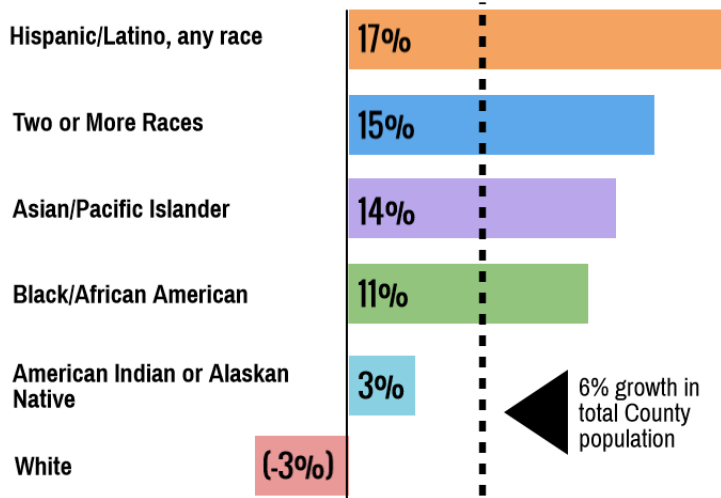
DIVERSITY IS INCREASING

- **16%** Increase in total percent of Students of Color and Foreign Students since 2006
- **76%** Current percentage of Students of Color and Foreign Students at MC



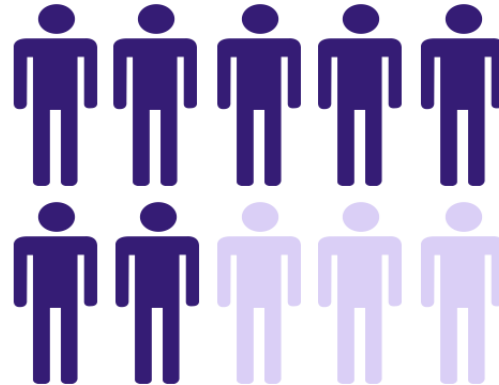
And in the County Too!

Estimated Change in Population Size 2015 - 2025



By 2025: **7 out of 10**

County residents between the age of 15 and 24 will be Hispanic, Black, or Asian.



MORE STUDENTS NEEDING ACCOMMODATIONS

Fall 2005

919



Fall 2016

1,556

69%

Increase in the Number of Students with Documented Disabilities Under the ADA

NEW TO IT ALL

Fall 2008

17%



Fall 2016

23%

Percent of Credit Students who are
First Generation College Students

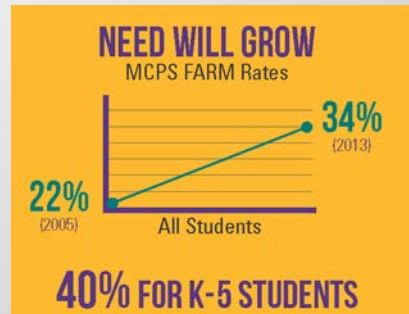
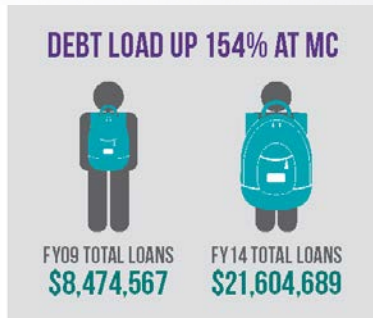
NEED IS INCREASING

- 100%

Increase in % of Students Receiving Financial Aid since FY2006

- 100%

Increase in % of Students Receiving Pell Grant since FY2006



READINESS A FACTOR

2006

2016

39%  54%

Percent of Credit Students with
Developmental Needs

OUR STUDENTS NOW

- Increasingly Part-Time
 - More external demands (work, family, etc.)
- More diverse than ever
 - Increase in financial need
 - More 1st Generation
- College Readiness?

It's About Social Justice

60% Percentage of County residents age 25+ with a college degree by 2025

Hispanics/Latinos and Blacks/African Americans are projected to lag behind other ethnic groups in educational attainment, making access to college and student success an imperative.

Hispanic/Latino, any race

30%

American Indian or Alaskan Native

38%

Black/African American

44%

Two or More Races

52%

Asian/Pacific Islander

70%

White

74%

90% The percentage of the top 50 occupations that employers had the most difficulty filling in 2015 that required some form of postsecondary education.

78%

The percentage of all new jobs between 2015 and 2025 that will require some form of postsecondary education.

MC

MONTGOMERY
COLLEGE

STUDENT SUCCESS SCORECARD



ARRIVAL

- How do students perform within the first critical period of college?



PROGRESSION

- How well do students progress through their academic pursuits?

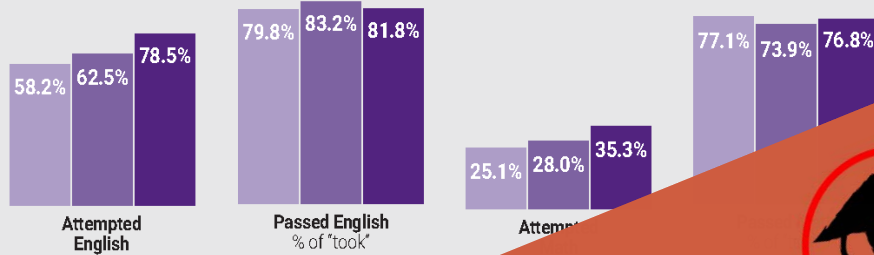


COMPLETION

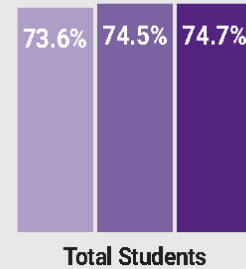
- Do students “complete”?

GATEWAY AND COURSE SUCCESS IS CRITICAL


New Students' Attempts and Completion of "Gateway Courses" in First Year 2013/14/15



Course Pass Rates 2013/14/15



Chance
"D, F, W"
Do Not Pass Go
Do Not Collect Credit



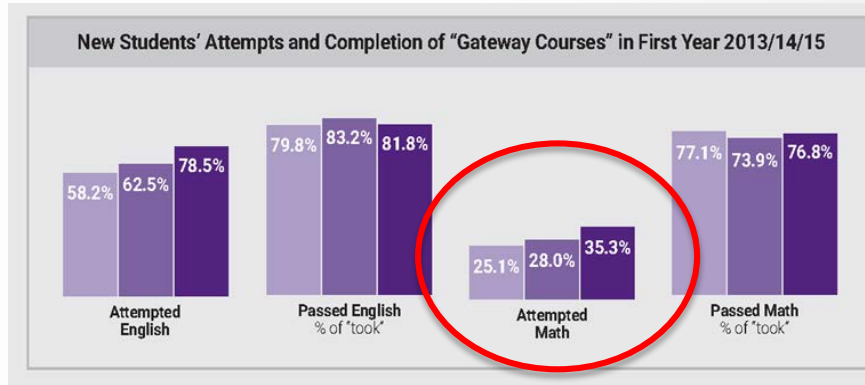
D, F, W Initiative

- **1%** Reduction in the D, F, W rate between FY16 and FY17

= 1,395

Students who do not have to repeat a class!

MATH IS SCARY – BUT LESS SO!

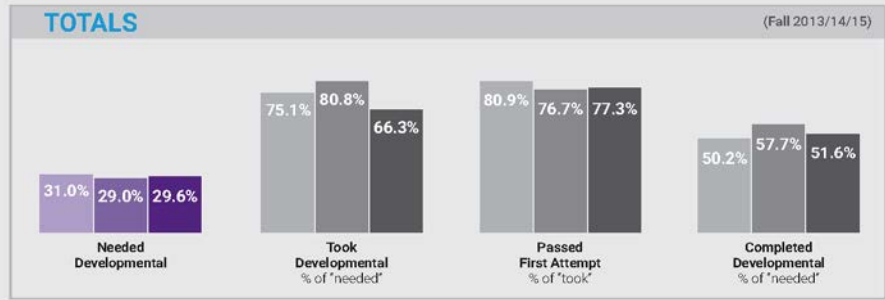


New Students' Attempts and Completion of "Gateway Courses" in First Year

		Attempted English Percent	Passed English % of "took"	Attempted Math Percent	Passed Math % of "took"
GENDER	Female	79.7% ●	84.7% ●	34.6% ●	81.0%
	Male	77.4% ●	79.0% ●	36.0% ●	73.0%
ETHNICITY/RACE	American Indian/Alaska Native	58.3%	57.1%	16.7%	100.0% ●
	Asian	84.8% ●	89.3% ●	51.2% ●	79.5%
	Black/African American	68.8%	78.5%	28.9%	75.7% ●
	Hawaiian/Pacific Islander	72.7%	100.0%	18.2%	50.0%
	Hispanic	79.7% ●	78.8%	26.5% ●	72.3% ●
	International	86.1%	89.0% ●	49.0% ●	80.7%
	Multi-Race	85.0% ●	82.3%	37.9% ●	69.0%
White	81.7% ●	81.7%	41.8% ●	80.0% ●	
AGE GROUP	19 or Younger	80.3% ●	81.5% ●	37.3% ●	75.8%
	20–24	72.3% ●	81.2% ●	24.6% ●	84.7% ●
	25 or Older	67.2% ●	85.7% ●	27.9% ●	82.2%

ENGLISH IS MIXED

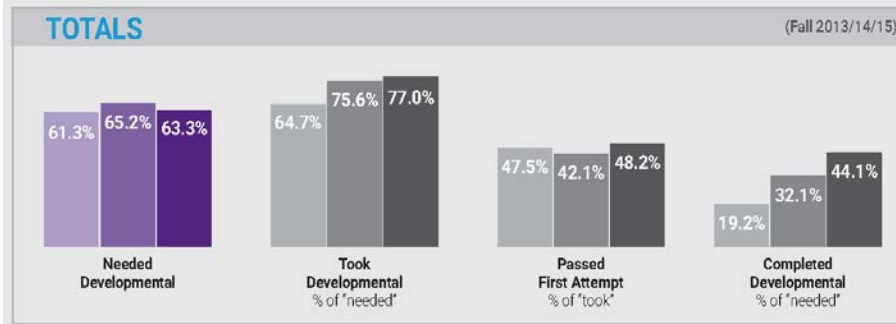
New Students' Need For DEVELOPMENTAL ENGLISH Coursework and Attempted/Completion In First Year



		Needed Developmental Percent	Took Developmental % of "needed"	Passed First Attempt % of "took"	Completed Developmental % of "took"
GENDER	Female	28.3%	61.5%	80.0%	51.6%
	Male	30.8%	64.8%	74.3%	51.6%
ETHNICITY/RACE	American Indian/Alaska Native	46.2%	66.7%	100.0%	66.7%
	Asian	21.9%	50.0%	83.1%	44.1%
	Black/African American	36.4%	64.6%	72.2%	49.2%
	Hawaiian/Pacific Islander	33.3%	60.0%	100.0%	60.0%
	Hispanic	40.1%	67.0%	79.1%	56.4%
	International	9.6%	43.1%	86.4%	37.3%
	Multi-Race	27.0%	63.6%	85.7%	59.1%
White	20.6%	62.9%	77.7%	50.6%	
AGE GROUP	19 or Younger	33.4%	64.8%	77.9%	53.4%
	20-24	23.6%	57.9%	70.2%	42.8%
	25 or Older	15.3%	53.4%	80.0%	43.7%

MATH GETTING LESS SCARY

New Students' Need For DEVELOPMENTAL MATHEMATICS Coursework and Attempted/Completion in First Year



		Needed Developmental Percent	Took Developmental % of "needed"	Passed First Attempt % of "took"	Completed Developmental % of "took"
GENDER	Female	63.7%	76.3%	48.0%	43.9%
	Male	62.2%	77.7%	48.3%	44.3%
ETHNICITY/RACE	American Indian/Alaska Native	84.6%	72.7%	37.5%	36.4%
	Asian	45.3%	89.3%	61.9%	63.5%
	Black/African American	66.0%	70.9%	40.1%	34.6%
	Hawaiian/Pacific Islander	66.7%	20.0%	100.0%	30.0%
	Hispanic	78.3%	75.7%	42.5%	39.3%
	International	36.3%	88.0%	66.3%	63.5%
	Multi-Race	72.4%	83.9%	48.5%	52.5%
White	60.2%	78.5%	57.0%	52.0%	
AGE GROUP	19 or Younger	70.7%	79.7%	48.9%	46.0%
	20-24	49.5%	64.8%	42.6%	34.2%
	25 or Older	35.3%	65.1%	46.5%	37.8%

GETTING OVER THE HURDLE



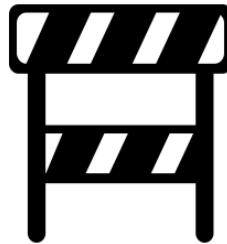
Developmental
English



- 77.3% pass 1st attempt
- 51.6% complete

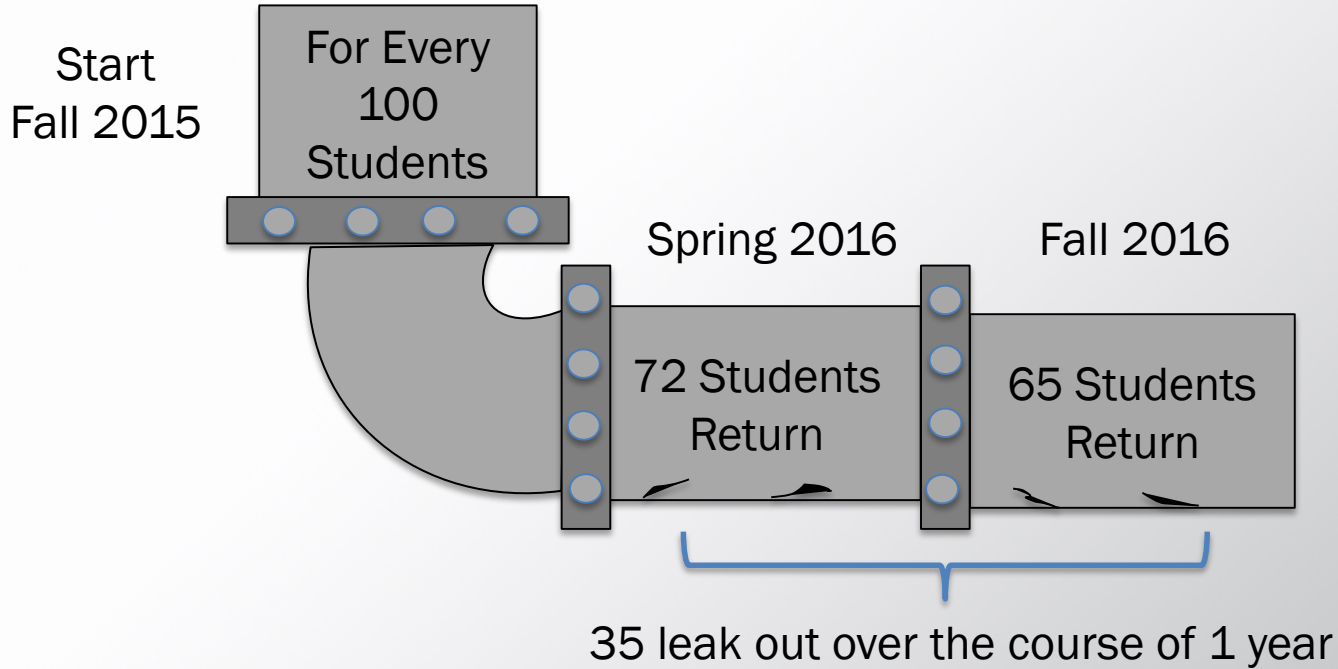


Developmental
Math

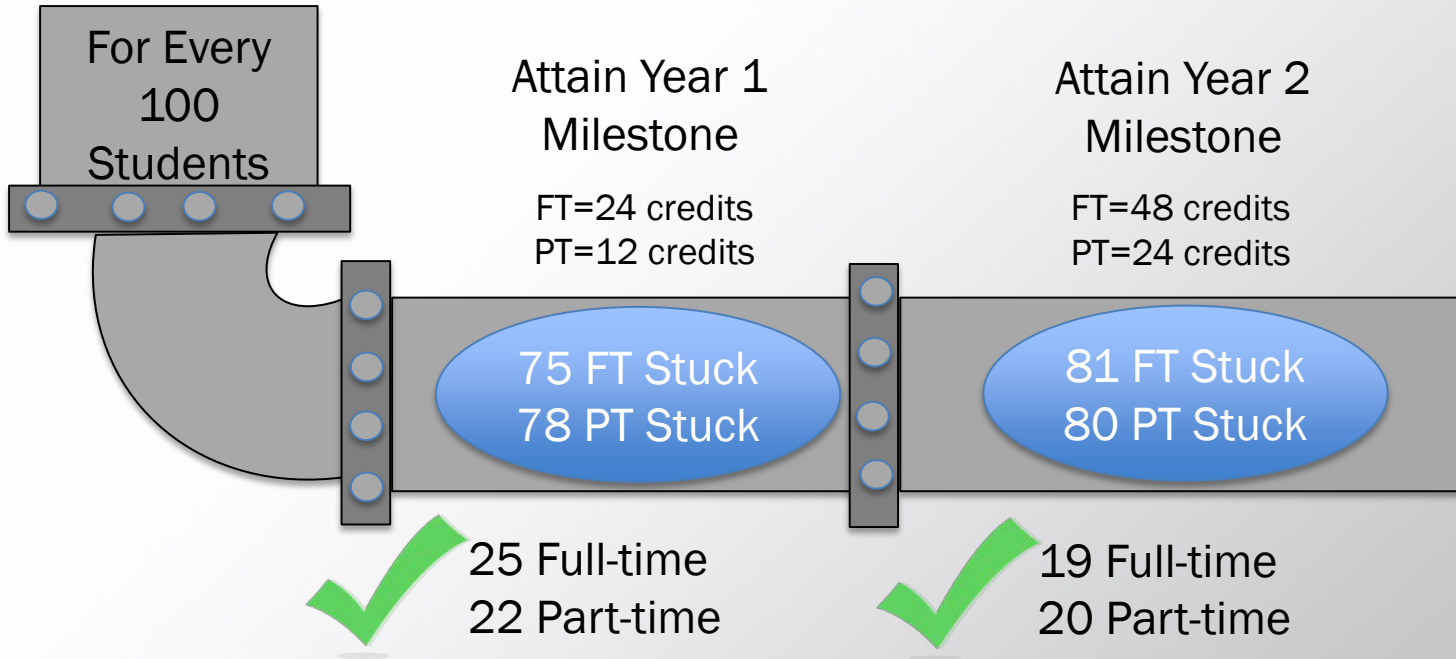


- 48.2% pass 1st attempt
- 44.1% complete

STOPPING THE LEAK



UNCLOGGING THE PIPES



THE LONG ROAD TO COMPLETE

FY16 Graduates—Time and Credits to Award

GRADUATES

Total
2,718
Decrease of 116

ASSOCIATE DEGREE

Number
2,522
Decrease of 70

Average Years
4.4
Decrease of .1

Average Credits
67
Decrease of 1.6

CERTIFICATE

Number
196
Decrease of 16

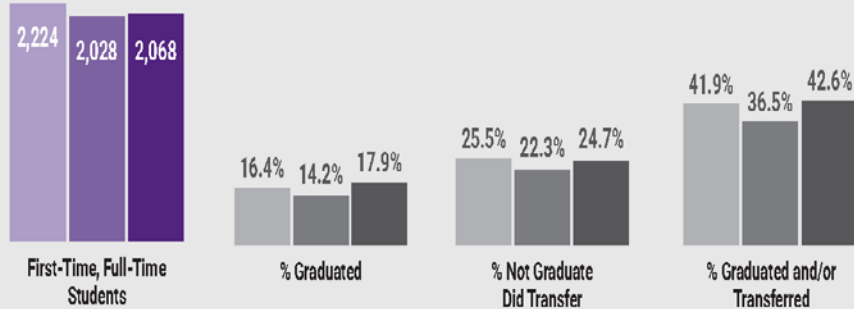
Average Years
5.1
Decrease of .7

Average Credits
46.5
Decrease of 3.6



THE BIG “WHAT IF?”

Graduation and Transfer Rates of New, Full-Time, Award-Seeking Students
Three Years After Entry for Fall 2010, Fall 2011, and Fall 2012



KEY Fall 2010 Fall 2011 Fall 2012

If all degree programs had:

- 2 more graduates
- 2 more transfers

Graduation Rate:

17.9% → 24.5%

Transfer Rate:

24.7% → 31.3%

Impact on Overall

Graduation/Transfer Rate: 42.6% → 55.8%

Part-Time Faculty Engagement is Critical!

- 47.2% - Bill Hours
- 48.1% - Enrollment
- 48.2% - Sections



General Education
Courses taught by
Part-Time Faculty this
semester

Fall 2016

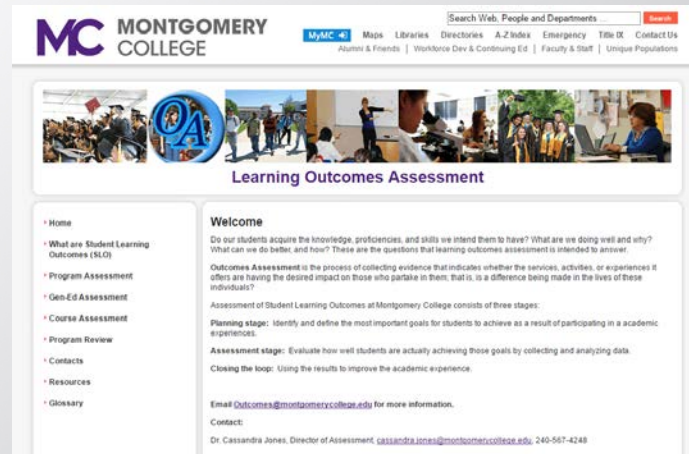
So...where can I get some data for my work?

- The Basics for Your Courses:
 - Blackboard
 - Banner
- Simple analytics
 - Attendance, grades, missed assignment notifications

So...where can I get some data for my work?

- **Course/Program Specific:**

- [Learning Outcomes Assessment](#)
- [College Area Review Website](#)



The screenshot shows the homepage of the Learning Outcomes Assessment website at Montgomery College. At the top, there is a navigation bar with the MC logo, the text 'MONTGOMERY COLLEGE', and a search bar. Below the navigation bar, there are several menu items: 'MyMC', 'Maps', 'Libraries', 'Directories', 'A-Z Index', 'Emergency', 'Title IX', and 'Contact Us'. A secondary row of links includes 'Alumni & Friends', 'Workforce Dev & Continuing Ed', 'Faculty & Staff', and 'Unique Populations'. The main content area features a banner with the title 'Learning Outcomes Assessment' and a collage of images showing students in various settings. Below the banner, there is a 'Welcome' section with a 'Welcome' heading and a paragraph of text. To the left of the main content, there is a sidebar with a list of links: 'Home', 'What are Student Learning Outcomes (SLO)', 'Program Assessment', 'Gen-Ed Assessment', 'Course Assessment', 'Program Review', 'Contacts', 'Resources', and 'Glossary'.

So...where can I get some data for my work?

- **Broad Student and College Data:**
 - OIRA Website
(<http://cms.montgomerycollege.edu/research/>)
 - Includes PAR, CCSSE, IPEDs, Tool Kit, and much, much more!

So...where can I get some data for my work?

- **Advanced Analytics:**
 - [Qlikview](#) (need to request access)
 - Pulls data directly from Banner
 - Real-time student, enrollment, capacity data with dashboards
 - STEEP LEARNING CURVE!!! Not for the squeamish – training is critical and limited!



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