

**From:** [DeRionne Pollard, Montgomery College President](#)  
**Subject:** Updated Student Success Score Card  
**Date:** Wednesday, May 09, 2018 4:38:49 PM  
**Attachments:** [image005.png](#)  
[image006.png](#)

---

**To:** Montgomery College Colleagues  
**From:** Dr. DeRionne P. Pollard  
President  
**Subject:** Updated Student Success Score Card  
**Date:** May 9, 2018

I am pleased to announce that the Montgomery College Student Success [Score Card](#) has been updated and is available for review. As you know, the Score Card was introduced four years ago as a tool for tracking trends in student achievement across the College. I am delighted that our FY18 results show several measures headed in the right direction when compare to FY17 data:

- Fall-to-fall retention has grown six percentage points to 66 percent—the highest on record
- Three-year graduation/transfer rate reached 46 percent (up five percentage points over FY17)
- Fall-to-spring retention is holding at 80 percent, a tie for the highest recorded

In addition, several metrics around retention and academic achievement improved. For example, the percentage of Hispanic students who passed Gateway English and math classes within the first year of attendance has increased. Retention rates for Hispanic, as well as African American students, have increased over FY17. Since affordability is so critical to enrollment and achievement, the availability of scholarships is also a measure of the College's success: this year the number of scholarships distributed increased by 430 to more than 7,900. This is an increase of more than \$800,000 in awards.

Now that the College has collected four years of score card data, it is useful to examine some trends in general performance across this time span. For example, the portion of students returning from fall-to-spring has risen a total of 10 percentage points over four years, while fall-to-fall rates have risen a total of five percentage points. Course pass rates have inched upwards gradually from 74 percent to 76 percent over the past four years. The success of full-time students at reaching credit-level milestones (24 credits in one year or 48 credits in two years) continues to hover in the low 20 percent range for year one and just under 20 percent for year two.

Moving students quickly into developmental classes and helping them to progress has been one of the goals of developmental initiatives. The score card shows an increase in the percentage of students entering with developmental math needs who also enrolled in a math course in the first year is up 15 percentage points over the four years. Overall, a significant portion of new, entering students continue to require developmental coursework (between 29 and 31 percent in English, and 58 to 65 percent in math). These numbers are roughly the same as in FY17.

The three-year graduation rate for new full-time, degree-seeking students has moved between 17 and 18 percent in the past two years and the transfer rate has varied between 22 and 26

percent, generating a “graduation/transfer rate” of between 37 and 43 percent over the past four years.

There are many discreet variables you can follow on the score card, and I encourage you to do so with an eye to your own division’s contributions. All of the variables that are tracked are also disaggregated by age, gender, and ethnicity, which provides a comprehensive portrait of our students’ progress and vital information about the impact of our strategies. As I have stressed, improving the success of all of our students through to graduation or transfer is at the heart of our mission. The data we gather on their progress will continue to inform our academic plans and support systems. Thank you for your attention to this important process and for everything you do to empower our students to change their lives.