

**TRUSTEE INFORMATION PROGRAM**  
**Student Success: Grade Point Average**  
**Fiscal 2002 to Fiscal 2006**

**Executive Summary**

- In general, Montgomery College students have consistently performed in the B-/C+ range. Over the five most recent years of data, the Collegewide grade point average ranged from 2.62 to 2.70.
- Female students have consistently shown a higher level of success than their male counterparts. The academic success of female students is consistently above Collegewide performance, while the opposite is true for male students.
- Disparity in performance is noted by race. White students have consistently earned higher GPAs compared to all other student groups, followed by Asian students. And, the GPAs of these two groups have consistently been above the Collegewide average.
- The performance of Black and Hispanic students is consistently below the Collegewide average, as well as below the performance of White and Asian students.
- It is reasonable to suggest that the various efforts expended by faculty and staff via, for example, implementation of intervention strategies for at risk students and academic support programs designed to support student success might well be having a positive impact.

## TRUSTEE INFORMATION PROGRAM

### Student Success: Grade Point Average

#### Fiscal 2002 to Fiscal 2006

Student success as measured by grade point average (GPA) is depicted in Figure 1. This figure shows minor deviations. However, Montgomery College students have consistently performed in the B-/C+ range, which is indicative of the GPAs shown in Figure 1.

Figure 1: Five Year Trend on Collegewide GPA

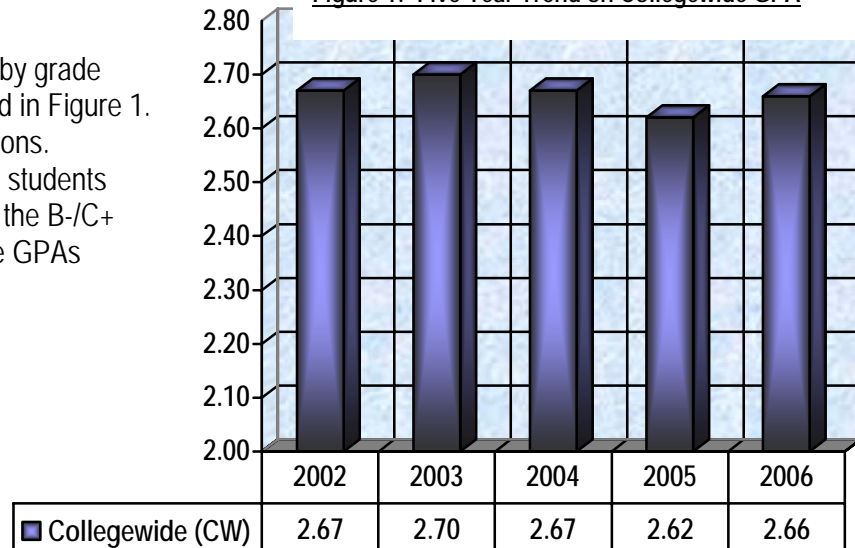
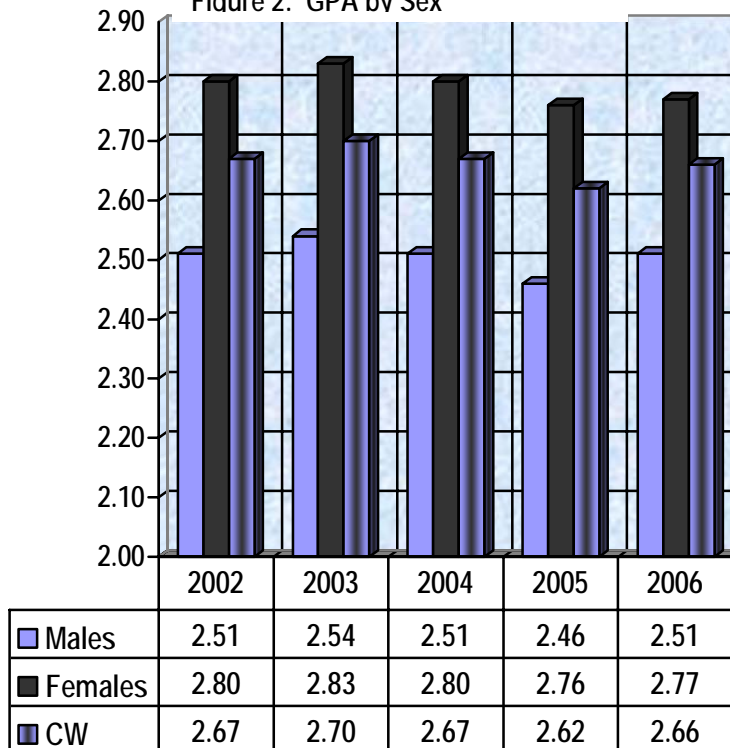


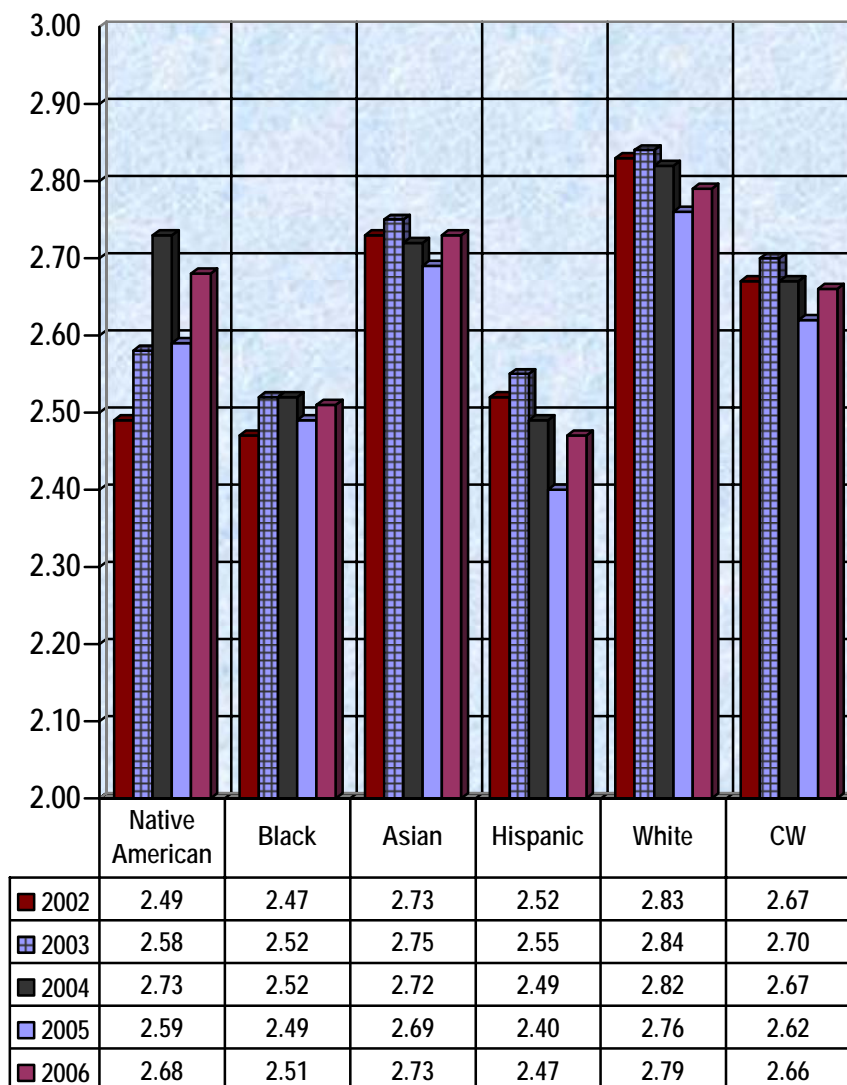
Figure 2: GPA by Sex



Clear differences in success emerge when performance by sex or gender is examined (Figure 2). Female students as a group continue to have a higher level of success than their male counterparts; and the degree of disparity in performance is consistent across the five years shown. In addition, the academic success of female students is consistently above Collegewide performance, while the opposite is true for male students.

Disparity in performance is noted by race. Over the five years shown in Figure 3, White students have consistently earned higher GPAs compared to all other student groups, followed by Asian students. The performance of these two groups has consistently been above the Collegewide average.

**Figure 3: GPA by Race**



In contrast, the performance of Black and Hispanic students is notably below the Collegewide average, as well below the performance of White and Asian students. An increase in GPA across all races occurred in FY 2006.

Table 1 provides a ten year history on the GPA by sex and by race as compared to Collegewide performance. Closer observation of the data in Table 1 reveals that Black students have made the greatest amount of achievement gains over the ten year period compared to other student groups, as measured by the GPA.

Table 1: Ten Year Trend on GPA

	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
Male	2.41	2.41	2.46	2.44	2.46	2.51	2.54	2.51	2.46	2.51
Female	2.71	2.73	2.73	2.73	2.76	2.80	2.83	2.80	2.76	2.77
CW	2.59	2.59	2.61	2.60	2.63	2.67	2.70	2.67	2.62	2.66
Native American	2.59	2.57	2.60	2.56	2.67	2.49	2.58	2.73	2.59	2.68
Black	2.32	2.33	2.36	2.36	2.40	2.47	2.52	2.52	2.49	2.51
Asian	2.64	2.61	2.69	2.69	2.69	2.73	2.75	2.72	2.69	2.73
Hispanic	2.39	2.43	2.43	2.42	2.46	2.52	2.55	2.49	2.40	2.47
White	2.76	2.78	2.79	2.77	2.79	2.83	2.84	2.82	2.76	2.79

The success of students is a priority at Montgomery College. And, the College is aware that both internal and external factors influence the success of students. Various academic strategies, programs and initiatives are employed that are intended to build students' confidence and academic skills. The identification and intervention of students in need of academic support at various academic levels and the administration of programs that are designed to support and provide assistance to students are just two examples of the efforts faculty and staff expend to enhance the educational experience of students. It is reasonable to suggest that student achievement as measured by the GPA is likely impacted by such efforts.