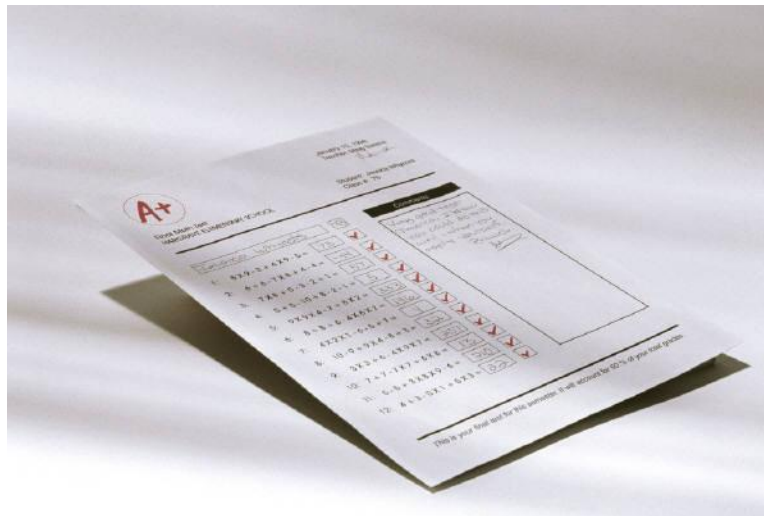


MONTGOMERY COLLEGE

Trustee Information Program

Student Success - - GPA Fiscal 2004 to Fiscal 2008



**Office of Admissions and Enrollment Management
October 2008**

TRUSTEE INFORMATION PROGRAM
Student Success: Grade Point Average
Fiscal 2004 to Fiscal 2008

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 2.67.
- Female students have consistently shown 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.
- While there has been slight improvement in narrowing the gap, the performance of Black and Hispanic students continues to be below the Collegewide average, as well as below the performance of White and Asian students.
- Faculty and staff continue to increase their efforts to insure student success, for example, First Year Experience, Learning Communities, implementation of intervention strategies for at risk students and academic support programs.

TRUSTEE INFORMATION PROGRAM

Student Success: Grade Point Average

Fiscal 2004 to Fiscal 2008

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

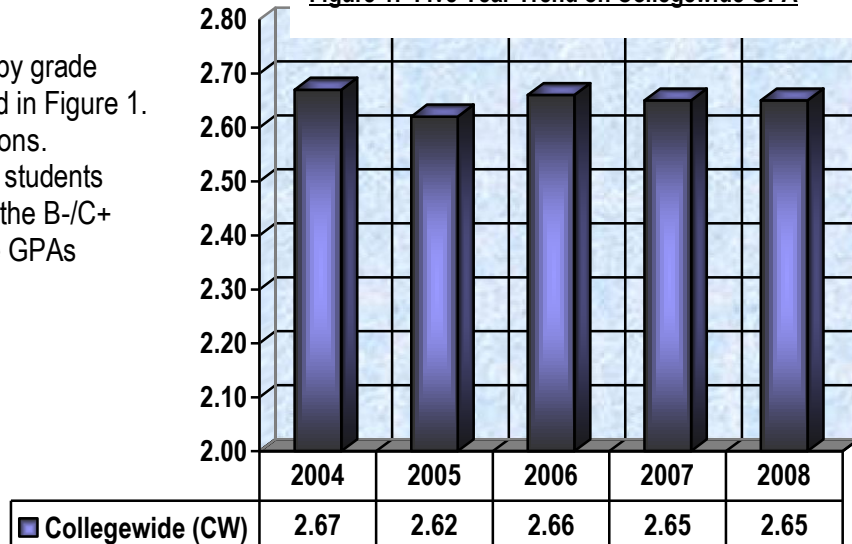
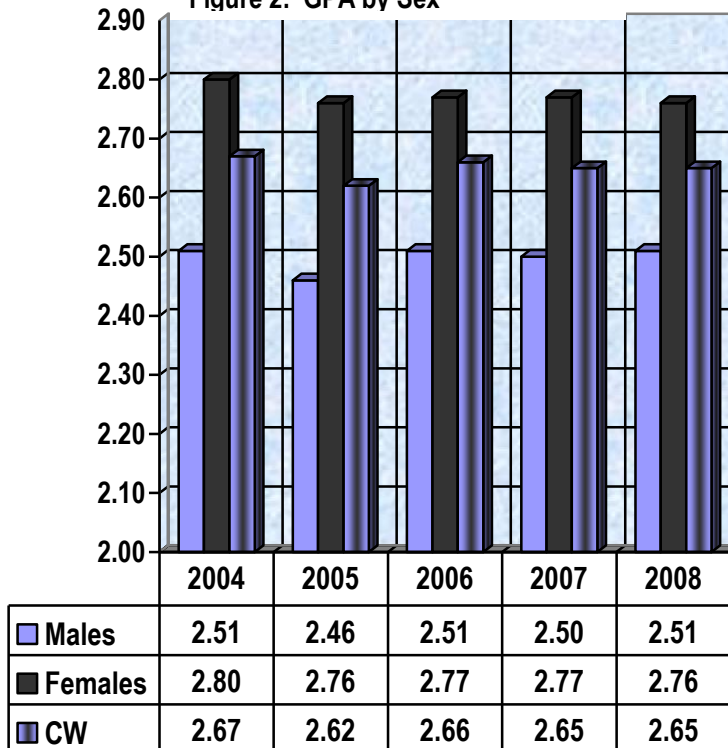


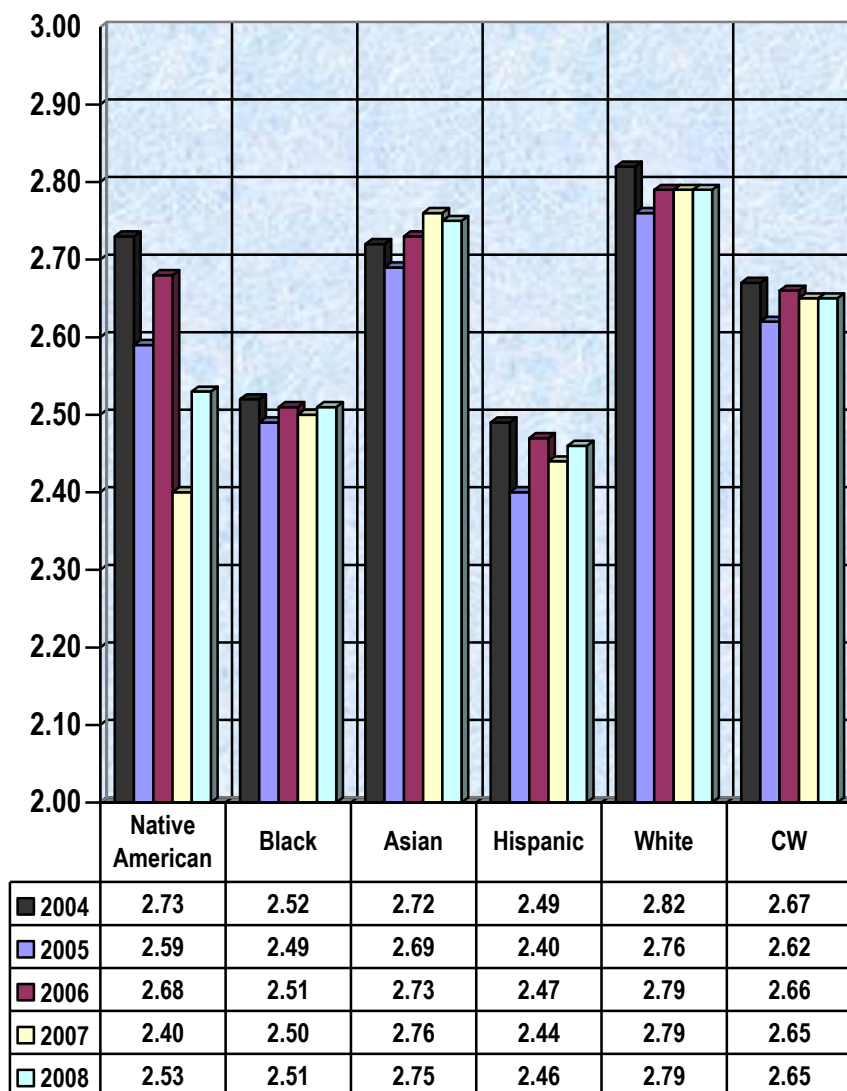
Figure 2: GPA by Sex



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 as below the performance of White and Asian students. However, Native Americans, Blacks, and Hispanics did experience an increase in GPA this year.

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 Figure 3 reveals that Black students have made the greatest achievement gains over the ten year period compared to other student groups, as measured by the GPA.

Table 1: Ten Year Trend on GPA

	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
Male	2.46	2.44	2.46	2.51	2.54	2.51	2.46	2.51	2.50	2.51
Female	2.73	2.73	2.76	2.80	2.83	2.80	2.76	2.77	2.77	2.76
CW	2.61	2.60	2.63	2.67	2.70	2.67	2.62	2.66	2.65	2.65
Native American	2.60	2.56	2.67	2.49	2.58	2.73	2.59	2.68	2.40	2.53
Black	2.36	2.36	2.40	2.47	2.52	2.52	2.49	2.51	2.50	2.51
Asian	2.69	2.69	2.69	2.73	2.75	2.72	2.69	2.73	2.76	2.75
Hispanic	2.43	2.42	2.46	2.52	2.55	2.49	2.40	2.47	2.44	2.46
White	2.79	2.77	2.79	2.83	2.84	2.82	2.76	2.79	2.79	2.79

The success of students is a priority at Montgomery College. 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 and the administration of programs that 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.