

From: [DeRionne Pollard, Montgomery College President](#)
Subject: 2017 Updated Student Success Score Card
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MONTGOMERY COLLEGE

Office of the President

May 15, 2017

MEMORANDUM

To: Montgomery College Colleagues
From: Dr. DeRionne P. Pollard, President
Subject: 2017 Updated Student Success Score Card

I am pleased to announce that the Montgomery College Student Success Score Card has been updated and is available for review [here](#). As you know, the Score Card was introduced three years ago as a tool for tracking trends in student achievement across the College. I am delighted that our 2016–2017 results show several of our measures headed in the right direction. First, two significant measures of completion have risen considerably:

- The three-year graduation rate for new, full-time award-seeking students rose from 14.2 percent (for students who began in fall 2011) to **17.9 percent** (for those who began in fall 2012)
- The graduation and/or transfer rate went up from 36.5 percent to **42.6 percent** (in comparing the same two groups)

Several other measures of progress are inching in the right directions, including a slight increase in the fall-to-fall return rate for new students, as well as the course pass rates for African American and Hispanic students. The time it takes for students to complete their academic program is an important focus of the College's attention, so I am pleased to see this time shrinking for students earning an associate's degree and for those earning a certificate.

The Score Card also enables us to track how specialized support initiatives may be contributing to completion trends. In mathematics, for example, the percentage of students who, in their first year, took and passed their first course, and completed all their developmental requirements, increased. This pattern is important as students who languish in developmental education often do not progress. This is an area to which the College must pay continuing attention, since the percentage of new students who required developmental education in the current year 2016–2017 remains about the same as it was in 2015–2016: about 30 percent for English and 65 percent for mathematics.

Scholarship support of students, a critical mechanism for increasing retention and completion, rose by a quarter of a million dollars in 2016–2017 over 2015–2016. In addition, a higher proportion of part-time students completed 12 credits within one year of entry and 24 credits within two years of entry, an important trend with implications for time-to-degree and,

ultimately, for completion.

Since this is only the third year of the Score Card, data on cohort completion is not yet available. It takes four to six years for a cohort to pass through the College, so cohorts that began before 2015 have not yet had the full benefit of several initiatives implemented in the last two to three years. These outcomes will be more accurately judged a few years in the future. We still need to focus on systems and supports that are successfully aiding an increasing number of completing students, while keeping our eyes on the 57.4 percent who are still not completing.

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 our students who are not graduating or transferring is at the heart of our mission. The data we gather on their progress will continue to inform our academic plans and support systems, and to serve us as we continue our partnership with Achieving the Dream. Thank you for your attention to this important process and for everything you do to empower our students to change their lives.