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Student Success Leadership Data Workbook

Montgomery College
April 2021

This workbook will be used during the upcoming sessions of the Rising Presidents Fellowship and to support the development of your capstone project. You will be asked to review and reflect on specific portions of the workbook throughout our time together. Together with your mentors and peers, you will consider these data to develop a student success vision for your college and community, as well as explore how to use this data (or other similar data) to make a case for change.

This workbook is not a comprehensive picture of your institutional and community data; rather, it provides a snapshot of some key metrics for presidents to monitor and it benchmarks your college against Aspen Prize finalists. As you move through the workbook, take note of areas where further investigation and inquiry is needed.
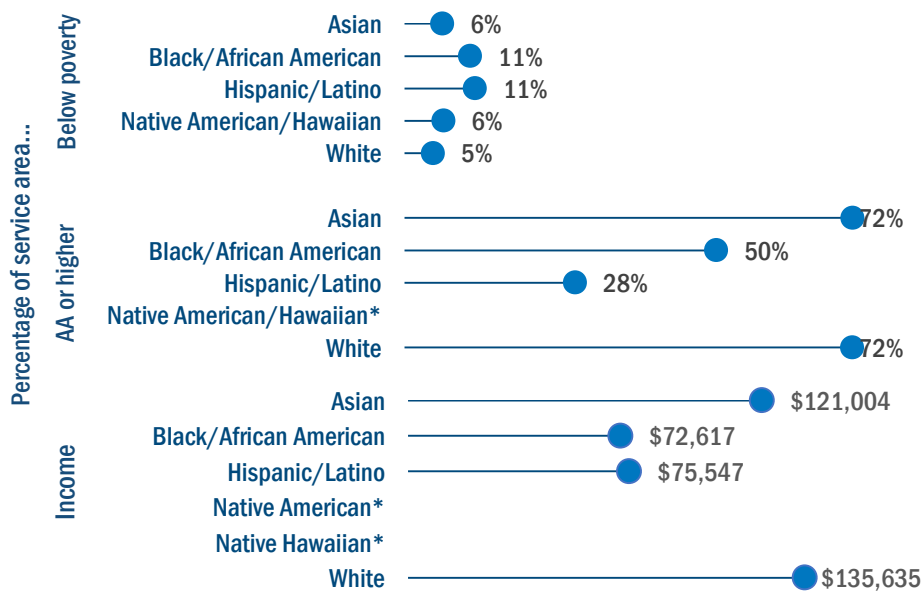
ASA research

Context

To identify opportunities and priorities for improvement in student success and equity in both access and success, start with understanding the backgrounds and demographics of the populations your college serves. Examining how well-aligned your college's enrollments are with the county population provides insight about equity in access, while data on enrollment across programs reflects equity in enrollment within the college--particularly in programs that lead to high-wage/high-demand fields. Major matters: much of the earnings gap by race/ethnicity is attributed to differences in access to programs that lead to good jobs.

Nationally, Black and Hispanic populations tend to have lower education, and experience higher poverty and lower earnings than white and Asian populations.

County population distribution

Below poverty
- Asian — 6%
- Black/African American — 11%
- Hispanic/Latino — 11%
- Native American/Hawaiian — 6%
- White — 5%

AA or higher
- Asian — 72%
- Black/African American — 50%
- Hispanic/Latino — 28%
- Native American/Hawaiian*
- White — 72%

Income
- Asian — $121,004
- Black/African American — $72,617
- Hispanic/Latino — $75,547
- Native American*
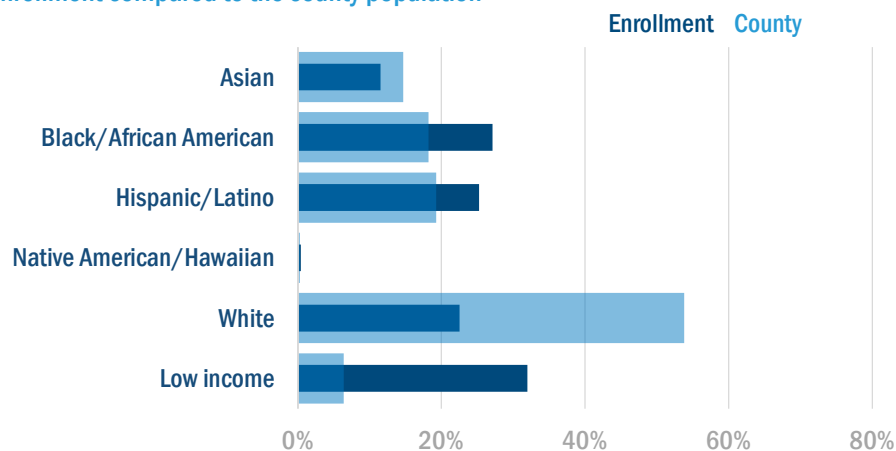- Native Hawaiian*
- White — $135,635

*Not available.

Notes

- Below Poverty = Percent of county population living below the federal poverty line.
- AA or higher = Percent of the county population that has an associate's degree or higher.
- Income = Median county household income in the past 12 months.
- Hispanic/Latino includes any race.
- Native American/ Hawaiian includes Native American, American Indian, Alaskan, Native Hawaiian and Other Pacific Islander.
- Data based on county of the primary campus location.
- Source: U.S. Bureau of Census. (Poverty) 2018 American Community Survey; (educational attainment and income) 2019 American Community Survey 1-Year Estimates.

Equitably increasing educational attainment in the region contributes both to individual social mobility and overall economic health.

Enrollment compared to the county population

Enrollment   County

- Asian
- Black/African American
- Hispanic/Latino
- Native American/Hawaiian
- White
- Low income
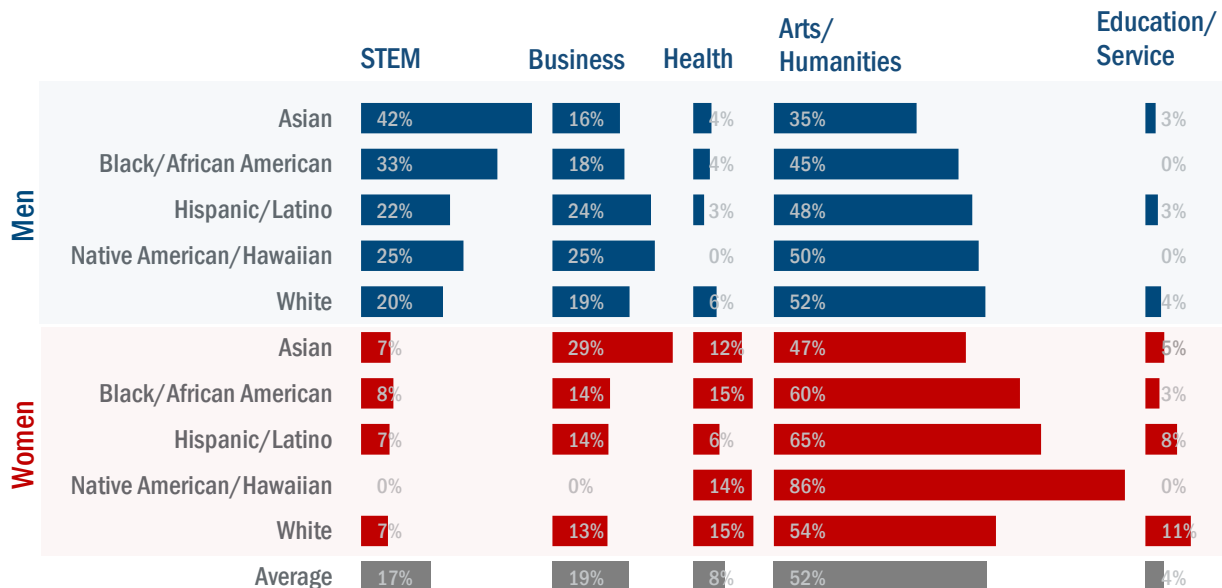
0%   20%   40%   60%   80%

Notes

- Low income defined as Pell Grant recipients for enrollments, households with food stamp/SNAP benefits for county.
- Hispanic/Latino includes any race.
- Native American/ Hawaiian includes Native American, American Indian, Alaskan, Native Hawaiian and Other Pacific Islander.
- Source: 2018 American Community Survey, U.S. Bureau of Census; U.S. Department of Education, IPEDS 2019 Fall Enrollment data.

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Context, Continued

Historically marginalized students are often less likely to choose programs of study in high-wage fields: Colleges taking action to ensure access to programs that lead to good jobs – typically those in science, technology engineering, and math, health and business – can help to reduce the earnings gap while developing a diverse workforce.

Distribution of associate degrees by race/ethnicity and gender

		STEM	Business	Health	Arts/ Humanities	Education/ Service
Men	Asian	42%	16%	4%	35%	3%
	Black/African American	33%	18%	4%	45%	0%
	Hispanic/Latino	22%	24%	3%	48%	3%
	Native American/Hawaiian	25%	25%	0%	50%	0%
	White	20%	19%	6%	52%	4%
Women	Asian	7%	29%	12%	47%	5%
	Black/African American	8%	14%	15%	60%	3%
	Hispanic/Latino	7%	14%	6%	65%	8%
	Native American/Hawaiian	0%	0%	14%	86%	0%
	White	7%	13%	15%	54%	11%
	Average	17%	19%	8%	52%	4%

Notes
- STEM = Science, technologies, engineering, math.
- Based on the number of associate degrees awarded July 1, 2018 through June 30, 2019.
- Native American/Hawaiian includes Native American, American Indian, Alaskan, Native Hawaiian and Other Pacific Islander.
- Note, some data points may be based on a small number of cases; use data with caution for small populations.
- Source: U.S. Department of Education, IPEDS 2019 Completions data.

Consider…
- What is promising about the data? What is of concern?
- Where are racial disparities in educational and economic opportunity in our service area? Consider college and program enrollment as well as poverty rates.
- Which populations have the highest/lowest rates of educational attainment? Which groups are most/least likely to be enrolled in programs that lead to good jobs in our region? Which populations are stranded in low-wage work and experience poverty? Based on your responses, what conclusions can you draw about the relationships between poverty, low-wage work, and educational attainment?
- How closely do our enrollments mirror that of the county? Are students attaining degrees in high-demand, highly mobile fields at equal rates across racial/ethnic groups? How closely do program enrollments mirror college enrollments and the demographics of the service area?
- Based on these data, what should be our priorities for increasing equitable access to the college and to specific programs?

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Early Momentum Metrics

Early Momentum Metrics (EMMs) are actionable leading indicators of student progress that are correlated with credential completion and transfer. EMMs provide a beginning point to understand your students' academic progress, point to strategies for improvement, and support continuous assessment and refinement of those strategies. For example, developmental education reforms may result in increased gateway completion rates, while implementing guided pathways should improve credit accumulation rates.

Early completion of gateway math and English and credit accumulation -- often significant hurdles -- indicate momentum to eventual completion.
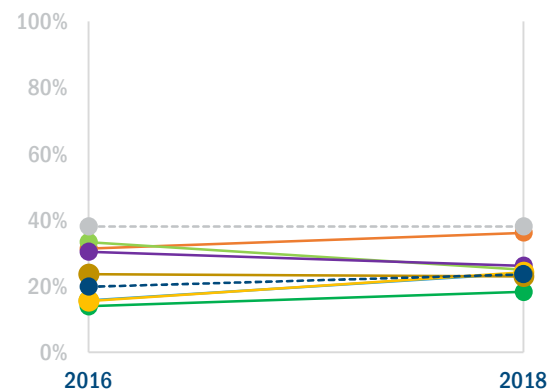

Gateway math completion
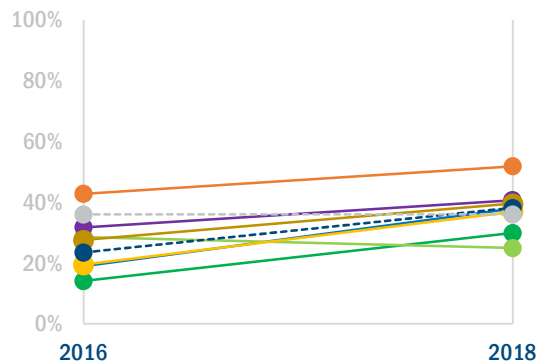
Gateway English completion
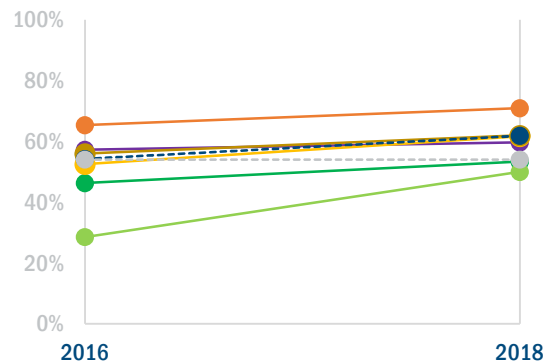
Credit accumulation - Full-time
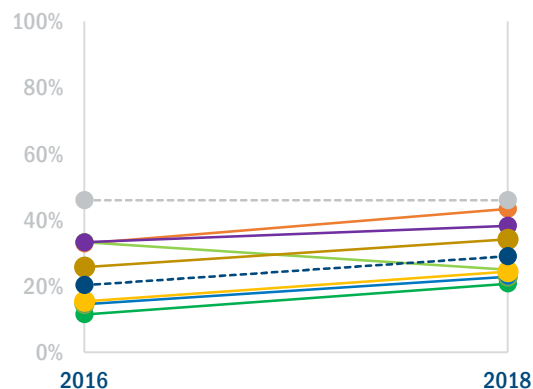
Credit accumulation - Part-time

---Aspen Prize Benchmark ---Average Asian Black/African American Native American Hispanic/Latino White Pell Recipient Non-Pell Recipient

Consider...
• What percentage of our students who are required to take a college-level math or English courses successfully complete the course within the first year? Are rates increasing or decreasing? For some? All?
• Which student populations have the highest or lowest rates of success? Are gaps closing?
• What are our strategies that should result in more students completing gateway/college-level courses in the first year? To ensure equity in success rates?
• What further data do we need to assess outcomes and equity gaps? Who is responsible for examining these data, and how frequently are they doing so?

Notes
• Gateway completion and credit accumulation metrics are measured within the first year of attendance.
• Credit accumulation is based on completion of 12 credits during the year for part-time students, 24 credits, full-time students.
• The Aspen Prize Benchmark is the average of the 10 finalist institutions for the 2021 Aspen Prize.
• Native American includes American Indian or Alaska Native.
• Source: Data submitted by the college to Aspen Institute, January 2021.

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Progress and Completion

Retention rates (the rate of re-enrollment at the starting college) and completion rates can be indicators of a student's sense of belonging, perceived value of the curriculum, and strength of the college's student supports and services.

In both CTE and transfer programs, students who complete a credential have higher rates of success (in workforce outcomes or earning a BA) than those who don't.

Retention
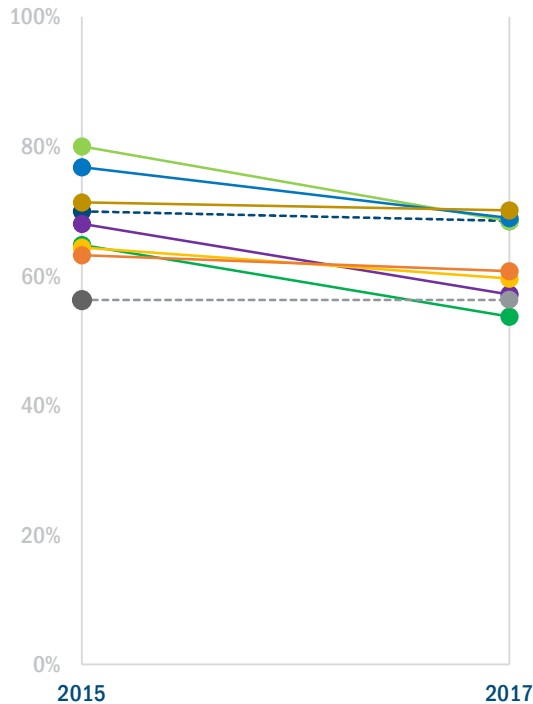
150% of Time Completion
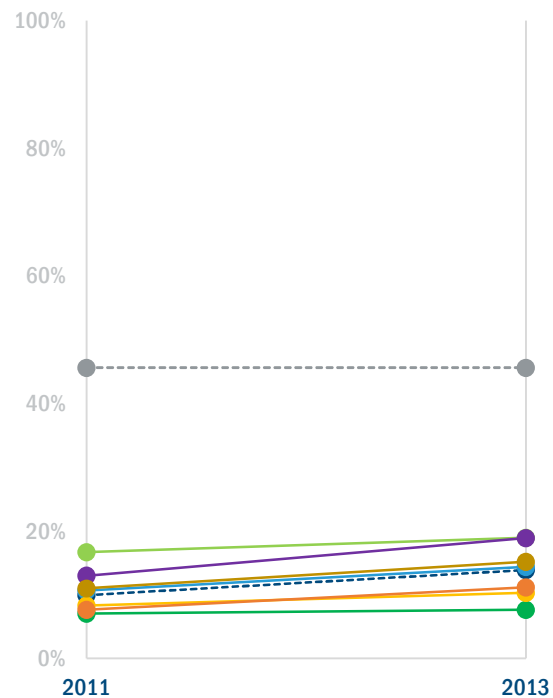
---Aspen Prize Benchmark ---Average Asian Black/African American Hispanic/Latino White Low-Income Medium-Income High-Income

Consider...
• What percentage of our students are retained to the second year? Are rates increasing or decreasing? For some? All?
• Which student populations have the highest or lowest rates of success? Are gaps closing?
• How do completion rates among subgroups compare?
• What further data do we need to assess outcomes and equity gaps? Who is responsible for examining those data and how often are they doing so?

Notes
• The retention cohort includes first-time students who started in either the fall or the spring of an academic year.
• Retention = reenrollment/graduation from the beginning institution at any point the following academic year.
• If a student can be counted for both retention and persistence, retention takes precedence.
• 150% of time completion includes first-time students entering the college any semester and completing a credential within three years of first enrollment.
• The Aspen Prize Benchmark is the average of the 10 finalist institutions for the 2021 Aspen Prize.
• Source: National Student Clearinghouse report created for Aspen Institute, June 2020.

Post-Completion Outcomes

The end goal is to ensure that all students have equal opportunities to achieve good jobs in their fields of study--either immediately after leaving community college with a certificate or degree, or after transferring and completing a bachelor's degree.

Equity gaps in transfer and BA attainment rates often increase with longer passage of time from first enrollment.
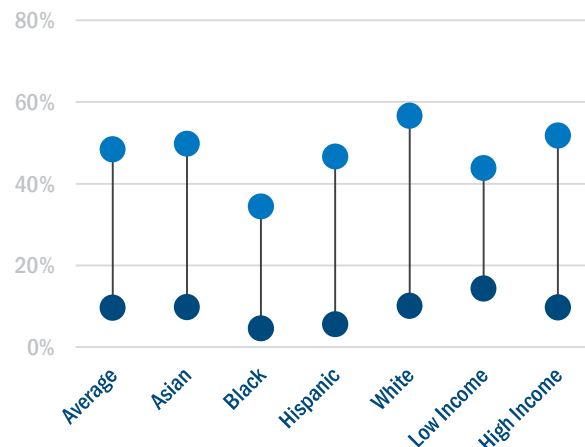
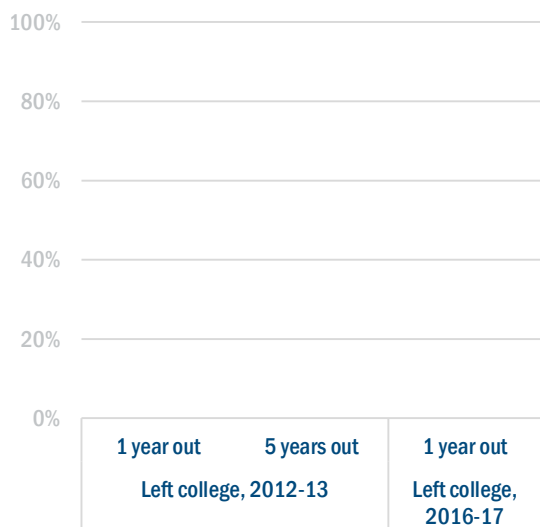**Percent of cohort transferred**

Within 3 Years   Within 6 Years
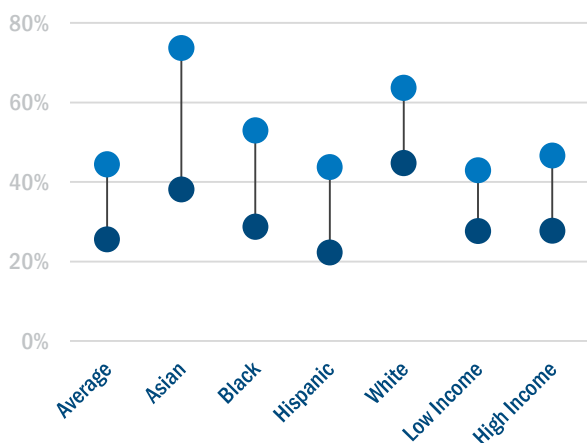
Percent of transfers completed BA degrees
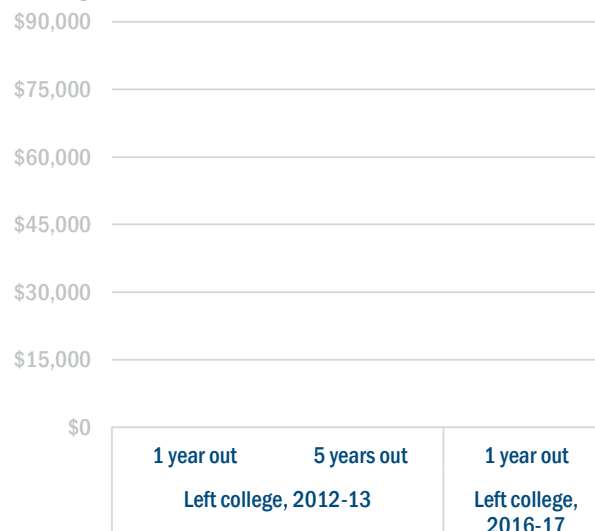
Within 3 Years   Within 6 Years

Employment rates and average earnings provide an indication of whether the college is offering programs aligned to regional workforce needs, particularly in high-wage/high-demand fields.

Percentage of students employed

1 year out	5 years out	1 year out
Left college, 2012-13		Left college, 2016-17

Earnings

1 year out	5 years out	1 year out
Left college, 2012-13		Left college, 2016-17

Left, no award Certificate, <1 year Certificate, 1-2 years AA Degree AS/AAS Degree BA Degree ---Average

Post-Completion Outcomes, Continued

Consider...
• What percentage of students transfer within 3 years? 6 years? Is there a difference across student groups? Why is that?
• Are our transfer rates where we would like them to be?
• Are students attaining BA degrees at equal rates? What can we do to better prepare students whose ultimate goal is to attain a BA degree?
• Are program completers employed? Which credentials are leading to the strong labor market outcomes within one and five years after students leave?
• Are program completers working in jobs that provide livable wages? Who is monitoring these data at the program level and college-wide, and how often are they doing so? What actions are taken when programs aren't leading to strong employment and wage outcomes?

Notes
• Transfer and BA attainment rates based on 2011 through 2013 cohorts.
• Labor force data provided varies by college; the data displayed are as provided by college. Data reported for full-time workers.
• Know your own college's labor force data -- it may not be comparable across years: earnings may not be corrected for inflation; the same students may not be included over time; statistically representative samples over cohorts may not have been drawn.
• Sources: Transfer and BA attainment data: National Student Clearinghouse report created for Aspen Institute, June 2020. Labor force data submitted by the college to Aspen Institute,