

Marion Technical College General Student Success: Persistence and Degree Attainment

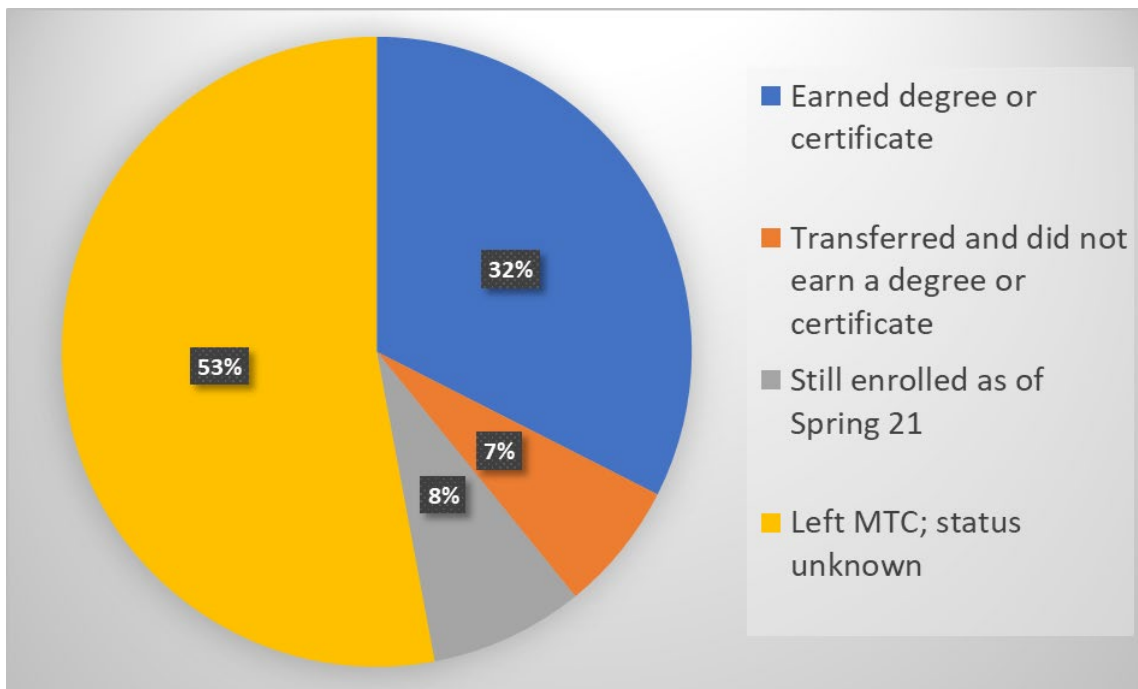
This summary report shows historical student persistence and degree attainment by various factors for fiscal years FY16 through FY21 for new-to-MTC students and from Fall 13 – Spring 21 for all MTC general students (new and returning). The primary purpose of this summary is to establish baselines to serve as a reference point by which continuing efforts to improve persistence and degree attainment can be measured.

New-to-MTC Students

For the terms of summer 16, fall 16, spring 17, summer 17, fall 17, and spring 18, 1290 general students began a new relationship with MTC for the first time. This includes all first-time students: full-time, part-time, former early college, and transfer students. As of spring 2021:

- 419 earned a degree or certificate (32%)
- 86 transferred before earning a degree or certificate (7%)
- 102 students are still enrolled (8%)
- 683 left / stopped out (53%)

Figure 1: Persistence and Degree Attainment for all New-to-MTC General Students Entering in summer 16 – spring 18

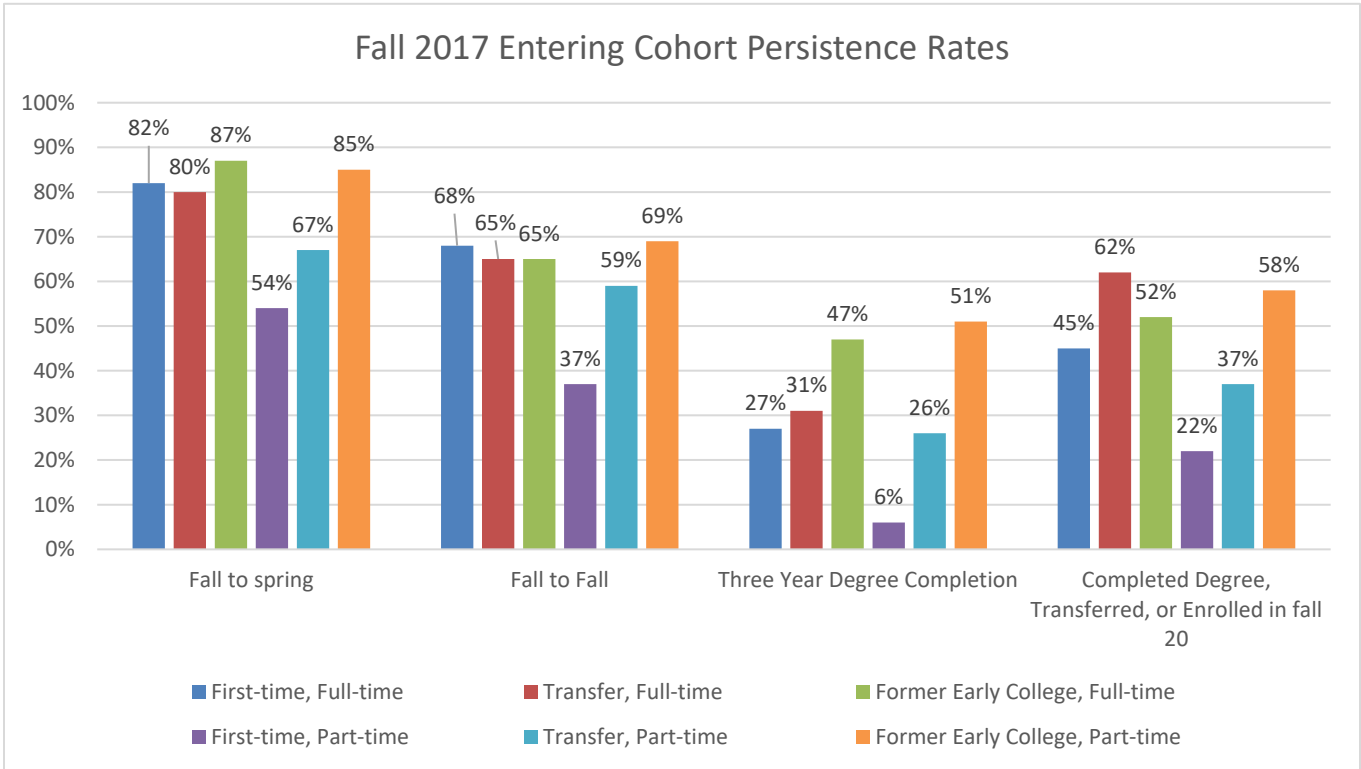


The most important factors for successful persistence and degree completion seem to be:

- Student was a former Early College student
- Student had earned transfer credits
- Full-time enrollment in the first term

First-time in college students who enroll full-time in the first term earn a degree or certificate at a double the rate of first-time students who enroll part-time the first term. Students who enter MTC with transfer credits (full-time part-time) earn a degree at a 50% higher rate than first-time ever in college students. Students with early college credits also have a higher success rate than students with no early college credits.

Figure 2: Persistence and Degree Attainment for New-to-MTC General Students Entering in Fall 2017



Trends

Tables 1-5 show the trend in rates for fall to spring, fall to fall, degree attainment, and success rates. The trends are relatively steady for the different cohort groups. The slight decrease in the fall 20 to spring 21 rates for part-time students compared to prior terms could be attributed to the switch to mostly online classes during the COVID-19 Pandemic.

Generally, the trend shows a slight improvement over time in fall to spring and fall-to-fall rates for the full-time cohorts and shows the gap in success rates between full- and part-time students. There has been an improvement in the three-

year degree/certificate attainment rate for both full- and part-time students (Table 4) , but the three-year success rate (Table 5) dropped for part-time students.

Table 1: General Student Entering Cohorts - New to MTC - Cohort Size								
	Fall 13	Fall 14	Fall 15	Fall 16	Fall 17	Fall 18	Fall 19	Fall 20
Full Time - All	321	232	218	234	228	203	229	184
Part Time - All	185	216	183	198	198	162	175	133
FT-First Time	198	126	107	118	103	119	136	92
PT-First Time	95	112	73	90	83	65	102	60
FT-Former EC	58	50	57	66	65	54	44	50
PT-Former EC	20	27	36	36	27	27	17	19
FT-Trans	65	56	54	50	60	30	49	42
PT-Trans	70	77	74	72	88	70	56	54
All	506	448	401	432	426	365	404	317

Table 2: General Student Entering Cohorts - Fall to Spring Success Rate								
Fall cohort enrollment in the subsequent spring term								
	Fall 13	Fall 14	Fall 15	Fall 16	Fall 17	Fall 18	Fall 19	Fall 20
Full Time - All	79%	79%	79%	82%	83%	78%	82%	83%
Part Time - All	65%	57%	68%	76%	70%	70%	65%	60%
FT-First Time	74%	70%	72%	81%	82%	73%	78%	75%
PT-First Time	52%	41%	52%	67%	54%	62%	54%	48%
FT-Former EC	90%	90%	82%	77%	80%	85%	89%	94%
PT-Former EC	70%	85%	81%	86%	67%	67%	82%	63%
FT-Trans	85%	89%	89%	92%	87%	87%	88%	86%
PT-Trans	81%	71%	77%	82%	85%	79%	79%	72%
All	74%	69%	74%	79%	77%	75%	75%	73%

Table 3: General Student Entering Cohorts - Fall to Fall Success Rate							
Fall cohort enrollment in the subsequent fall term							
	Fall 13	Fall 14	Fall 15	Fall 16	Fall 17	Fall 18	Fall 19
Full Time - All	58%	61%	64%	62%	66%	66%	63%
Part Time - All	55%	50%	54%	56%	55%	55%	45%
FT-First Time	55%	52%	55%	56%	68%	53%	58%
PT-First Time	39%	34%	38%	39%	37%	32%	29%
FT-Former EC	60%	68%	68%	65%	65%	78%	66%

Table 3: General Student Entering Cohorts - Fall to Fall Success Rate							
Fall cohort enrollment in the subsequent fall term							
	Fall 13	Fall 14	Fall 15	Fall 16	Fall 17	Fall 18	Fall 19
PT-Former EC	65%	74%	64%	75%	59%	67%	71%
FT-Trans	68%	75%	78%	74%	65%	77%	73%
PT-Trans	74%	64%	64%	67%	69%	71%	66%
All	57%	56%	59%	59%	61%	59%	55%

Table 4: Entering Cohorts - New to MTC - Degree/Cert Earned Rate					
(Earned by spring/summer 3 years after enrollment)					
	Fall 13	Fall 14	Fall 15	Fall 16	Fall 17
Full Time - All	21%	25%	29%	27%	33%
Part Time - All	25%	21%	26%	24%	29%
FT-First Time	15%	17%	18%	24%	27%
PT-First Time	6%	5%	10%	6%	6%
FT-Former EC	22%	30%	26%	24%	31%
PT-Former EC	35%	22%	31%	36%	26%
FT-Trans	37%	38%	54%	40%	47%
PT-Trans	47%	43%	41%	42%	51%
All	22%	23%	28%	26%	31%

Table 5: Entering Cohorts - New to MTC - Three-Year Success Rate					
(includes earned degree/cert, transferred, and still enrolled as of Spring 21))					
	Fall 13	Fall 14	Fall 15	Fall 16	Fall 17
Full Time - All	46%	48%	46%	47%	51%
Part Time - All	48%	38%	45%	46%	40%
FT-First Time	43%	44%	39%	40%	45%
PT-First Time	32%	25%	32%	26%	22%
FT-Former EC	50%	60%	47%	52%	62%
PT-Former EC	60%	41%	58%	64%	37%
FT-Trans	55%	48%	59%	58%	52%
PT-Trans	67%	57%	51%	64%	58%
All	47%	44%	46%	47%	46%

Attendance Patterns: Importance of Fall-to-Spring Persistence

MTC was awarded a Title III grant in October 2020 to help improve student persistence and ultimately student degree attainment. As shown in Figure 3, the trend for full-time students entering MTC in the fall term and enrolling in the subsequent spring terms has shown a slight improvement since 2013. Figure 4 shows the fall-to-spring persistence for new part-time students has declined since 2013. **Most students who stop out after the initial fall term do not return, graduate, or transfer** – the rate is between 1% and 3% and is slightly higher for part-time students.

MTC is implementing an improved new student orientation in fall 2021, a new first-year experience course in fall 2022 and is continuing to improve communications with students using behavioral messaging concepts. Other elements of MTC’s Title III grant are to improve faculty-student engagement in the classroom, reconfigure the admissions, financial aid, and business offices into a “one-stop” physical space, and to improve advising using the AVISO predictive analytics to provide early warning indicators that can help advisors intervene with students in danger of not successfully completing courses.

Figure 3: Subsequent spring and fall enrollment of full-time cohorts

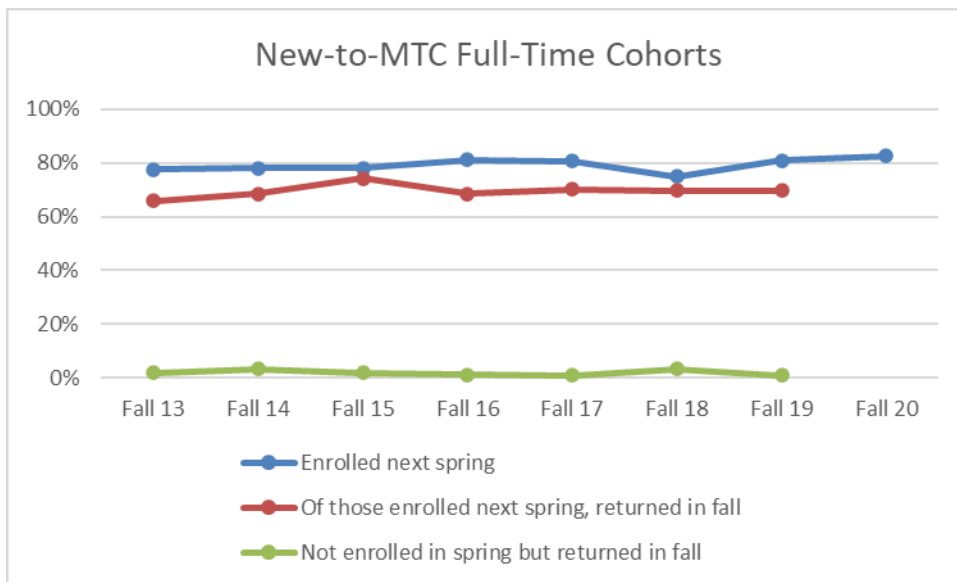
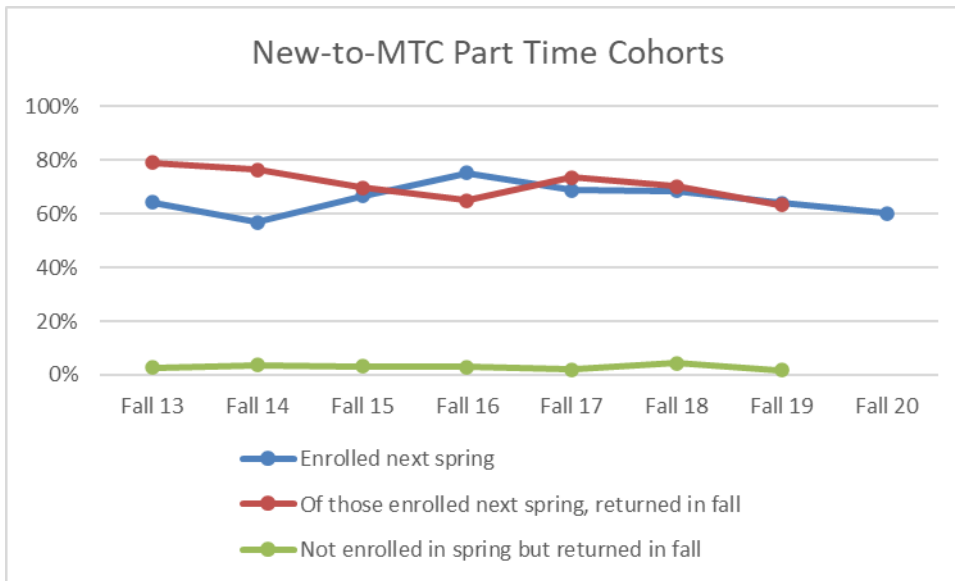


Figure 4: Subsequent spring and fall enrollment of part-time cohorts



Persistence tracking by “who returned / who should have returned”

Tracking persistence by entering student cohorts is a standard method for IPEDS and some state reports. Another useful tracking method is to review the persistence of all students enrolled in a given term and follow their persistence, regardless of whether the student is new to MTC. The next sections of this report use this methodology for tracking persistence and student success and will include differences by various demographic factors.

Table 6 shows the number of general students enrolled in fall terms from fall 2013 – fall 2020; the charts that follow show the persistence rate comparisons for the general students. For these analyses, persistence is the sum of (students who graduated + students who transferred + students who returned) divided by the number of students enrolled in the term. Table 6 also shows the ratio of minority students has increased and the ratio of Pell-eligible students has declined since 2013.

Table 6: Headcounts for General Student Persistence								
General Students Enrolled in the Fall Term								
	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
All General Students	1695	1496	1372	1375	1312	1271	1253	1105
Minority General	118	109	114	129	117	130	133	136
Pell Eligible General	983	838	727	676	628	613	605	498

Figure 5 shows the fall-to-spring persistence rate for all general students has been consistent since fall 2013, ranging between 75% and 80%. The chart shows the percentage of students enrolled in each fall term who graduated, transferred, or returned in the subsequent spring term. The decrease in persistence from fall 20 -> spring 21 could have been impacted by COVID.

Figure 5: Fall-to-spring persistence of general students

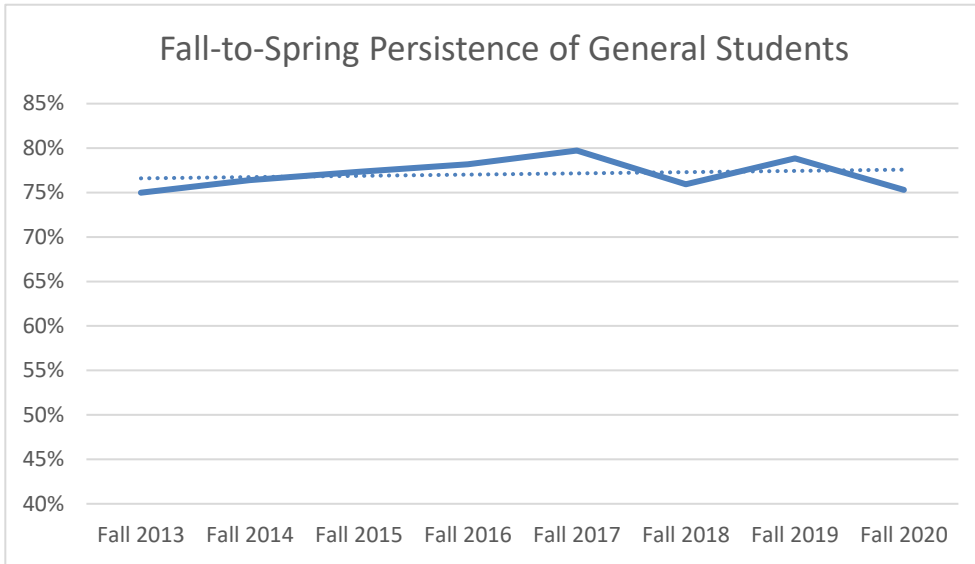


Figure 6 shows the gap between the fall-to-spring persistence rate for minority students. Aside from Fall 2017-Spring 2018, minority students have persisted at approximately 10 percentage points lower than non-minority students. This percentage represents approximately 14 students – in other words, 14 additional minority students would have to persist from fall to spring to be at a persistence rate equal to non-minority students. Figure 7 shows a slightly larger gap between minority and non-minority students for fall-to-fall persistence, but Figure 8 shows the Three-Year success rate gap is slightly smaller. It is important to note that due to the relatively small number of minority students, it only takes a few students to make a significant change in the persistence and success rates.

Figure 6: Fall-to-spring persistence of minority general students

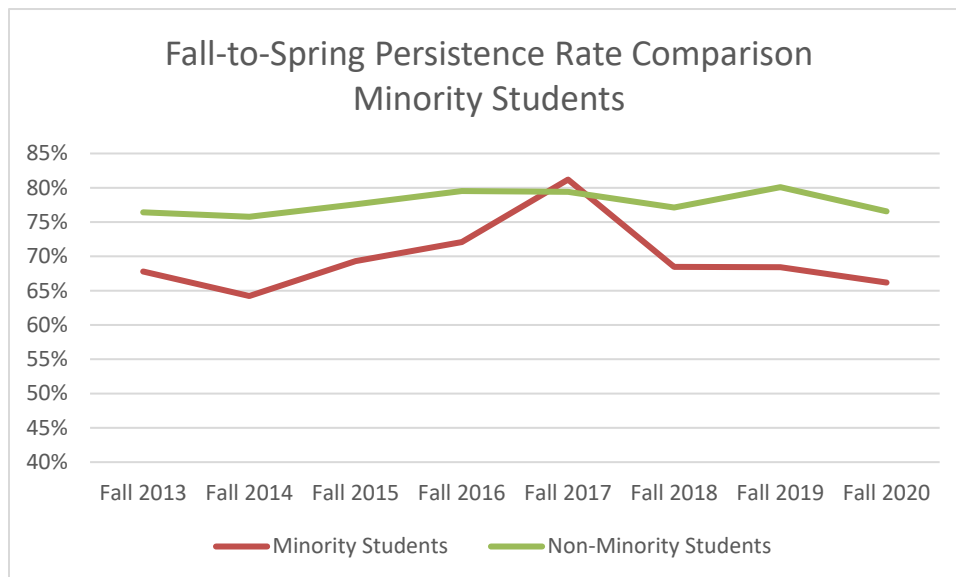


Figure 7: Fall-to-fall persistence of minority general students

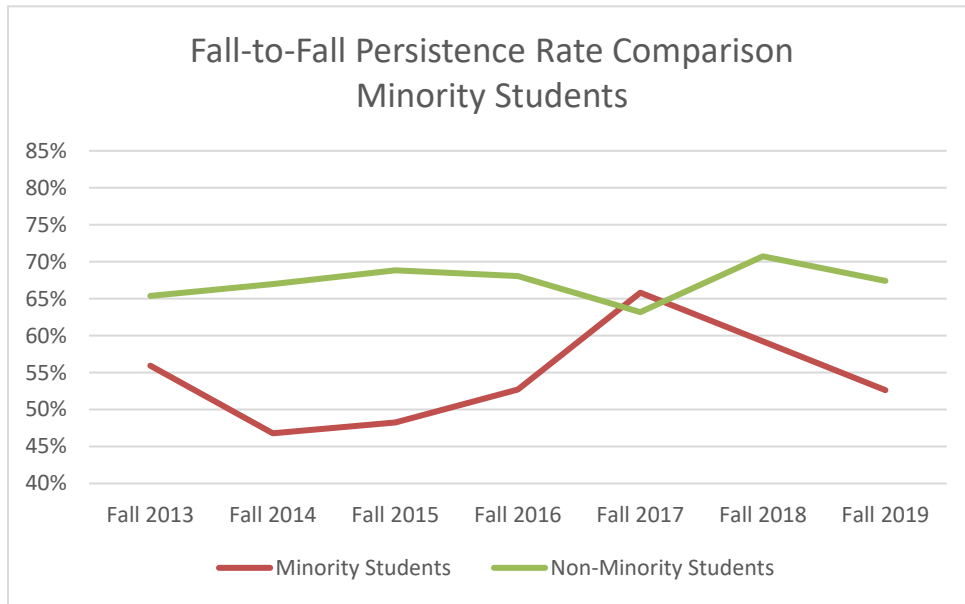
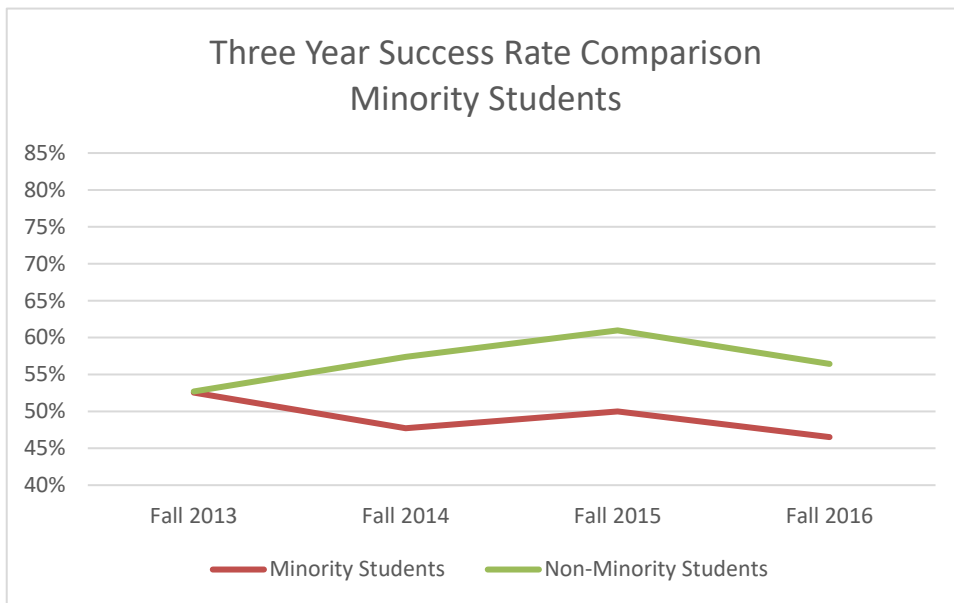


Figure 8: Three-year success rate of minority general students



The persistence and success rates of Pell-eligible students were also analyzed. As shown in Figures 9, 10, and 11, the rates for Pell-eligible students are close to the rates for students who are not Pell-eligible and in some cases Pell-eligible students persist at a higher rate:

Figure 9: Fall-to-spring persistence of Pell-eligible students

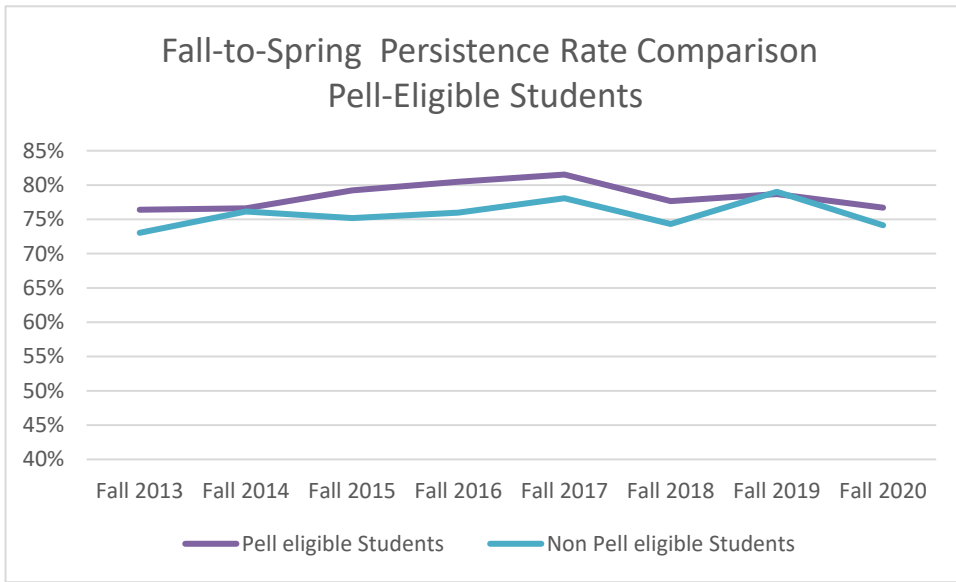


Figure 10: Fall-to-fall persistence of Pell-eligible students

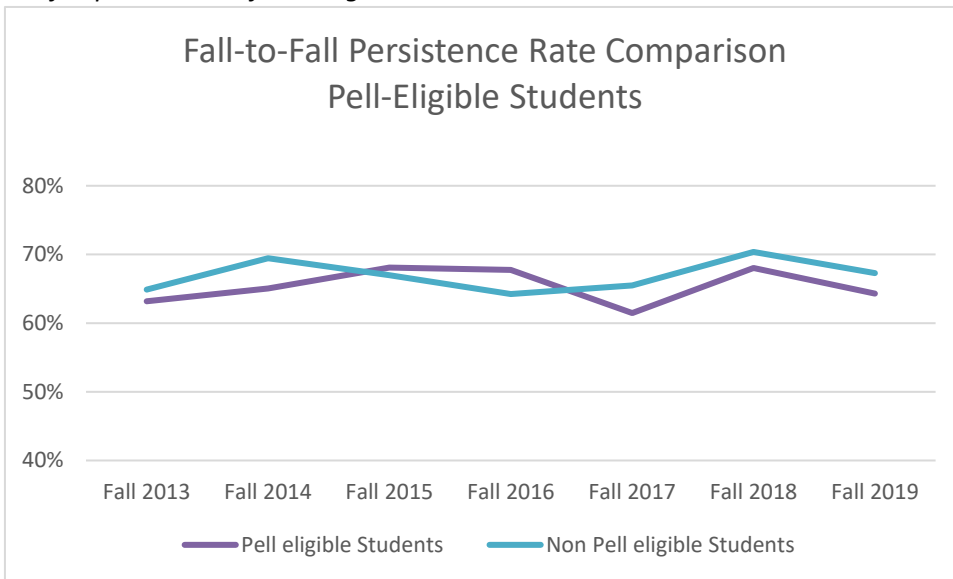
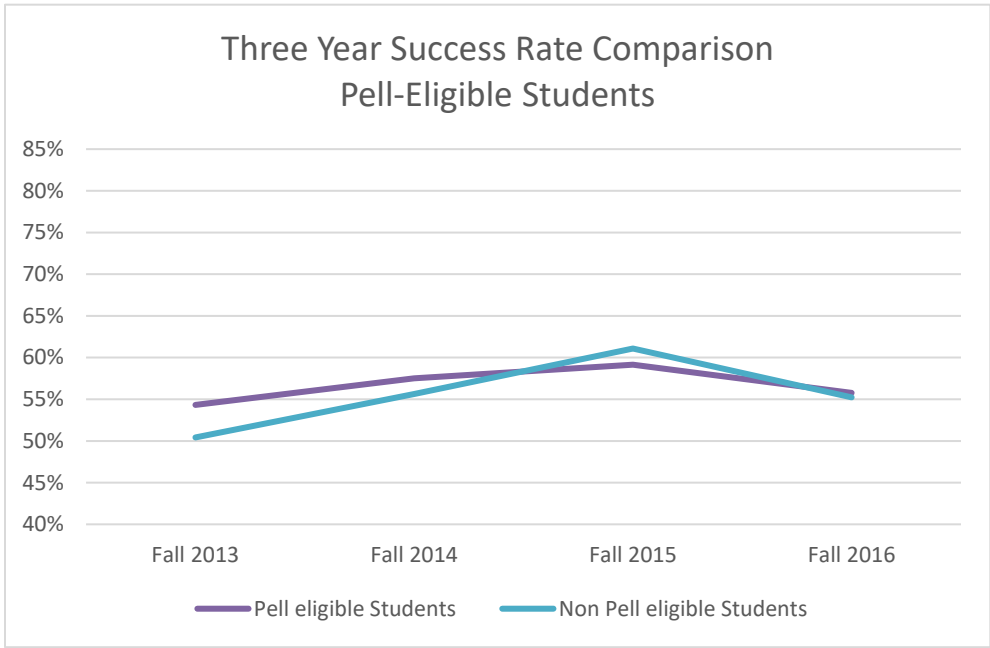


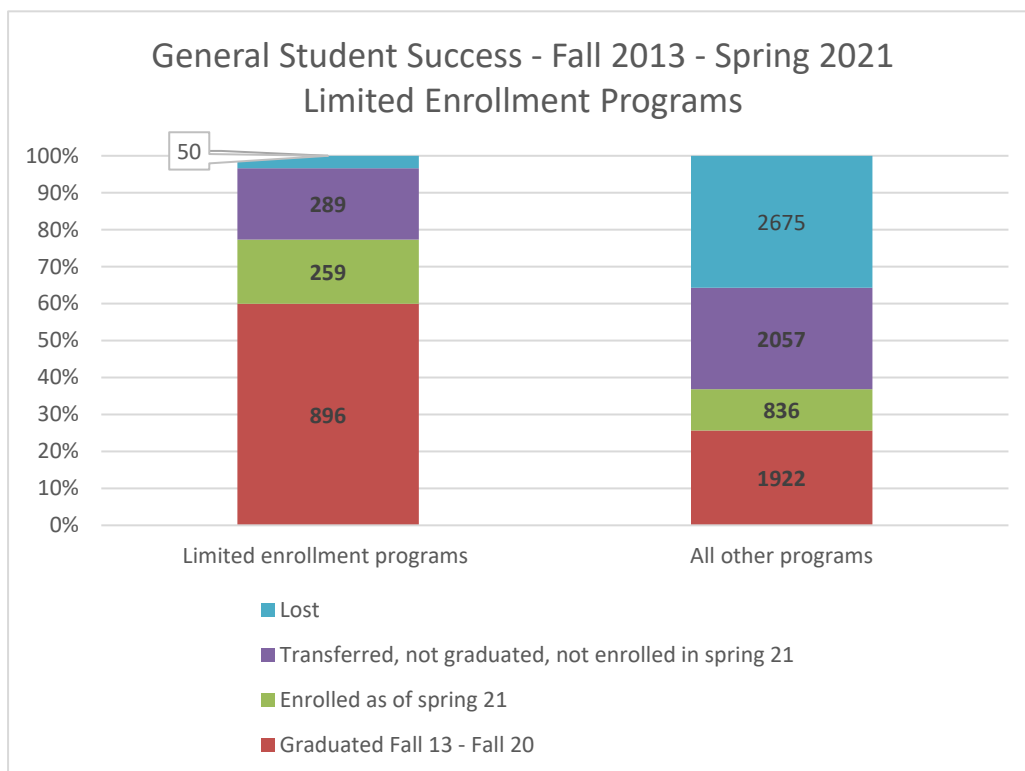
Figure 11: Three-year success rate of Pell-eligible students



Limited Enrollment Programs

Between Fall 2013 and spring 2021, MTC’s Limited Enrollment programs (Nursing, OTA, PTA, RAD, DMS, Surg Tech, MLT, MA) had a unique general student enrollment of 1,494 students. As of spring 2021, 289 students were still

Figure 12: Limited Enrollment Program Success Rate



enrolled and 891 students had earned a degree or certificate, a success rate of 77% not including students who transferred. This compares with a success rate of 37% for the 7,490 unique students who were enrolled in an open enrollment program. Of course, students who qualify for a limited enrollment program are generally better-prepared students. However, there might be some cohort practices MTC could adopt from limited enrollment programs to improve the success rate of students in open enrollment programs.

Every Student Counts

The importance of developing strategies for helping every new student persist cannot be overstated. The following table shows the cumulative effect of various persistence rates. First-time, full-time students at MTC persist at a rate of approximately 75% for the first term and 75% for the second term. The rate improves a bit to 80% for the third and fourth terms. A 75% persistence rate each of the first two terms means the cohort shrinks to just over half its original size after two terms. Table 7 illustrates how even a relatively high term-to-term persistence rate leads to a loss in student enrollment.

Term-to-term Rate->	95%	90%	80%	75%
Starting Cohort	100	100	100	100
After 1 term	95	90	80	75
After 2 terms	90	81	64	56
After 3 terms	86	73	51	42
After 4 terms	81	66	41	32
Effective Rate after 4 terms	81%	66%	41%	32%

Implications for Practice

The results shown in this preliminary analysis suggest several actions for immediate consideration:

1. Starting with the fall 2021 cohort, identify new full-time and part-time cohorts by student name. Contact each non-persisting student to determine if anything can be done to help the student get back on a path to degree or certificate completion. Informing advisors which students are a part of the cohort.
2. Continue to contact students who stopped out (the “lost” students) starting with the most recent terms in which students were enrolled
3. Identify any best practices used by limited enrollment programs that might be adopted for open enrollment programs; adopt a “cohort” approach to every program.
4. It does not appear separate strategies are warranted for Pell eligible students. However, the success gap for minority students needs attention.
5. Develop a specific strategy to close the gap in persistence between minority and non-minority students.
6. This report is primarily summary data; other reports (persistence by program, specific advisor, high school, etc.) can be generated upon request.