

## Marion Technical College

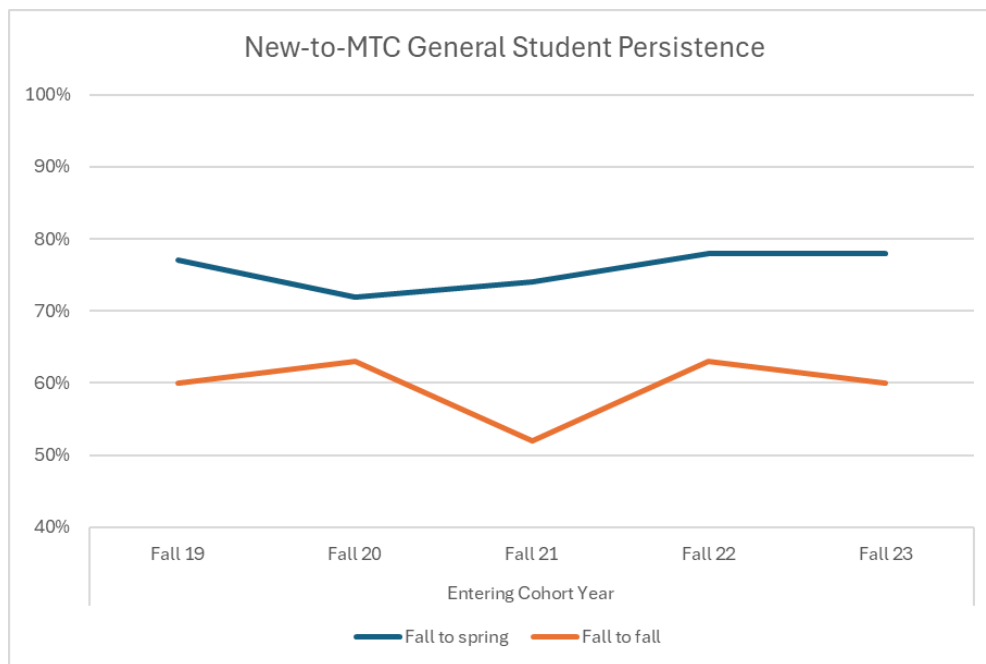
### Student Success: Persistence and Degree Attainment

This summary report shows historical student persistence and degree attainment by various factors for academic years FY20 through FY24 for new-to-MTC students and from Fall 19 – Fall 24 for all MTC general students (new and returning). The primary purpose of this summary is to compare various student success metrics over time. Because student success initiatives are designed differently for each of MTC's three primary student groups (General, Prison, and Early College), the focus of this report is on General Students.

#### New-to-MTC Students

To graduate, students have to persist from one term to the next. Table 1 shows the success rate of new-to-MTC general students who started in a fall term from Fall 19 - Fall 23. This includes all first-time students: full-time, part-time, former early college, and transfer students. Dataset is based on the datasets downloaded from PowerCampus on 3-5-25 and 12-15-24. Note: IPEDS, OACC, and ODHE data include general and prison students; HEI data also includes early college students. It appears some recent student success initiatives are helping MTC nudge the fall-to-fall persistence rate up. This rate is 55% for the Fall 23 cohort, up slightly from Fall 19, Fall 20, and Fall 21 cohorts but down slightly from the Fall 22 cohort. The fall-to-spring rate has improved slightly and is consistent from Fall 22 to Fall 23 at 78%. There is still a substantial loss of students over the fall-to-fall terms and despite some improvements, MTC still loses approximately 40 out of every 100 new students from one fall to the subsequent fall term. Figure 1 shows the trendline for new-to-MTC student persistence.

<b>Table 1: New-to-MTC General Students Who Started in a Fall Term (Full-time and Part-Time)</b>					
New-to-MTC Cohort ->	Fall 19	Fall 20	Fall 21	Fall 22	Fall 23
New-to-MTC General Students	431	338	321	335	361
Here in Following Spring Term	323 <b>77%</b>	242 <b>72%</b>	239 <b>74%</b>	261 <b>78%</b>	281 <b>78%</b>
Here in Following Fall Term	228 <b>53%</b>	182 <b>54%</b>	156 <b>49%</b>	191 <b>57%</b>	198 <b>55%</b>
Transferred Out Prior to Following Fall Term	13	13	9	8	11
Unique Students Who Earned Degree or Certificate Prior to Following Fall Term (not enrolled, no xfer in/by following Fall Term)	16	19	3	12	8
"Success" as of Following Fall Term	257 <b>60%</b>	214 <b>63%</b>	168 <b>52%</b>	211 <b>63%</b>	217 <b>60%</b>
New-to-MTC "Lost" students	174	124	153	124	144



*Figure 1: New Fall Student Persistence to Subsequent Spring and Fall terms*

The most important factors for successful persistence and degree completion for students who are new to MTC appear to be:

- Full-time enrollment in the first term
- Student was a former Early College student (counts as a new student)
- Student had earned transfer credits

First-time in college students who enroll full-time in the first term persist at a higher rate than those who enroll part-time. For the Fall 22 entering cohort, former early college students who enrolled part-time after graduating from high school persisted at a higher rate than students with no college experience who enrolled full-time. We are unsure of the impact of COVID-19 on the Fall 19 and Fall 20 cohorts.

<b>Table 2: Fall-to-Fall Student Success for New-to-MTC General Students</b> (still enrolled, transferred, or earned award)					
<b>Cohort/Sub Cohort</b>	<b>Fall 19 - Fall 20</b>	<b>Fall 20 - Fall 21</b>	<b>Fall 21-Fall 22</b>	<b>Fall 22- Fall 23</b>	<b>Fall 23 – Fall 24</b>
<b>Full-Time</b>	<b>65%</b>	<b>47%</b>	<b>59%</b>	<b>61%</b>	<b>68%</b>
Former Early College	62%	100%	73%	75%	84%
First Time Ever in College	61%	44%	47%	53%	51%
New to MTC - Transfer	77%	51%	73%	57%	86%
<b>Part-Time</b>	<b>45%</b>	<b>50%</b>	<b>43%</b>	<b>52%</b>	<b>60%</b>
Former Early College	50%		40%	59%	77%
First Time Ever in College	36%	29%	28%	38%	38%
New to MTC - Transfer	63%	68%	59%	70%	78%

Table 3 shows the three-year degree attainment rate for new-to-MTC students by cohort and sub cohort. The Fall 20 cohort rates for full-time and part-time students show a decline from prior years, likely due to the difficult start those students had during the COVID-19 pandemic. However, the persistence rate trends shown above in Table 2 show an increased success rate for the Fall 22 and Fall 23 full-time cohort, so we expect the three-year degree attainment rate to improve.

<b>Table 3: Three-Year Degree/Certificate Attainment Rate for General Students</b>					
	<b>Fall 17 Cohort</b>	<b>Fall 18 Cohort</b>	<b>Fall 19 Cohort</b>	<b>Fall 20 Cohort</b>	<b>Fall 21 Cohort</b>
<b>Full-Time</b>	<b>37%</b>	<b>38%</b>	<b>38%</b>	<b>33%</b>	<b>39%</b>
FORMEREC	34%	68%	33%	0%	38%
FTEIC	31%	26%	31%	25%	30%
TRANS	49%	52%	65%	51%	58%
<b>Part-Time</b>	<b>29%</b>	<b>24%</b>	<b>21%</b>	<b>27%</b>	<b>23%</b>
FORMEREC	26%	37%	36%		28%
FTEIC	7%	2%	13%	8%	7%
TRANS	51%	41%	38%	43%	40%
<b>Overall</b>	<b>33%</b>	<b>32%</b>	<b>28%</b>	<b>30%</b>	<b>30%</b>

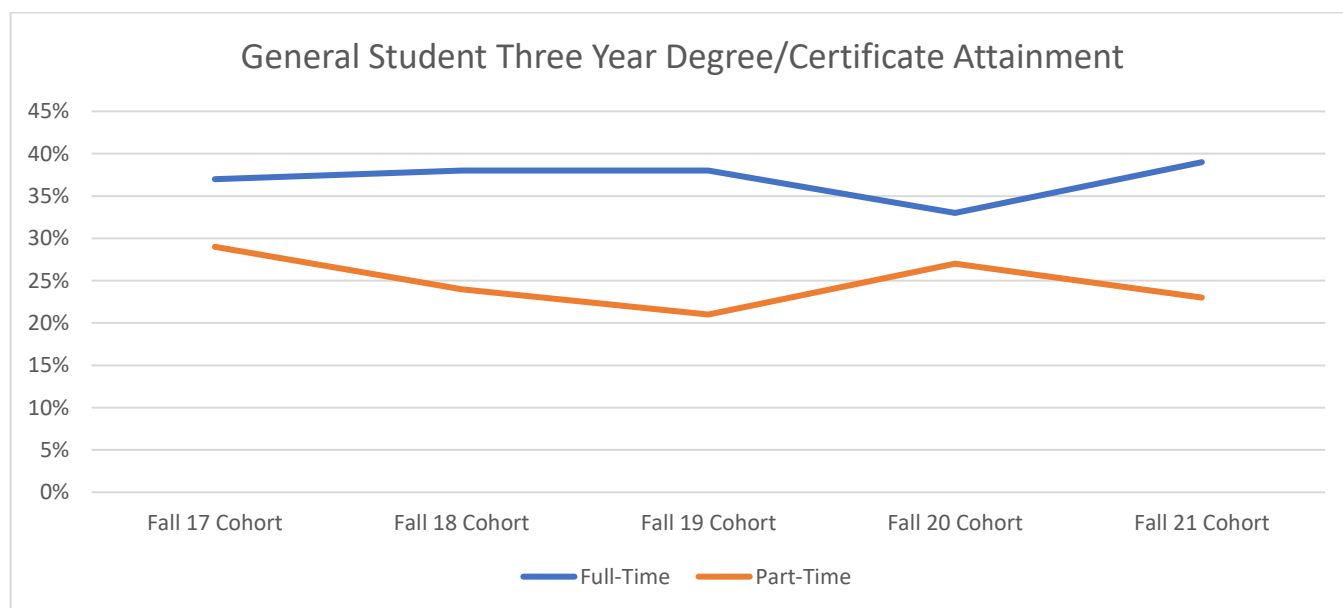
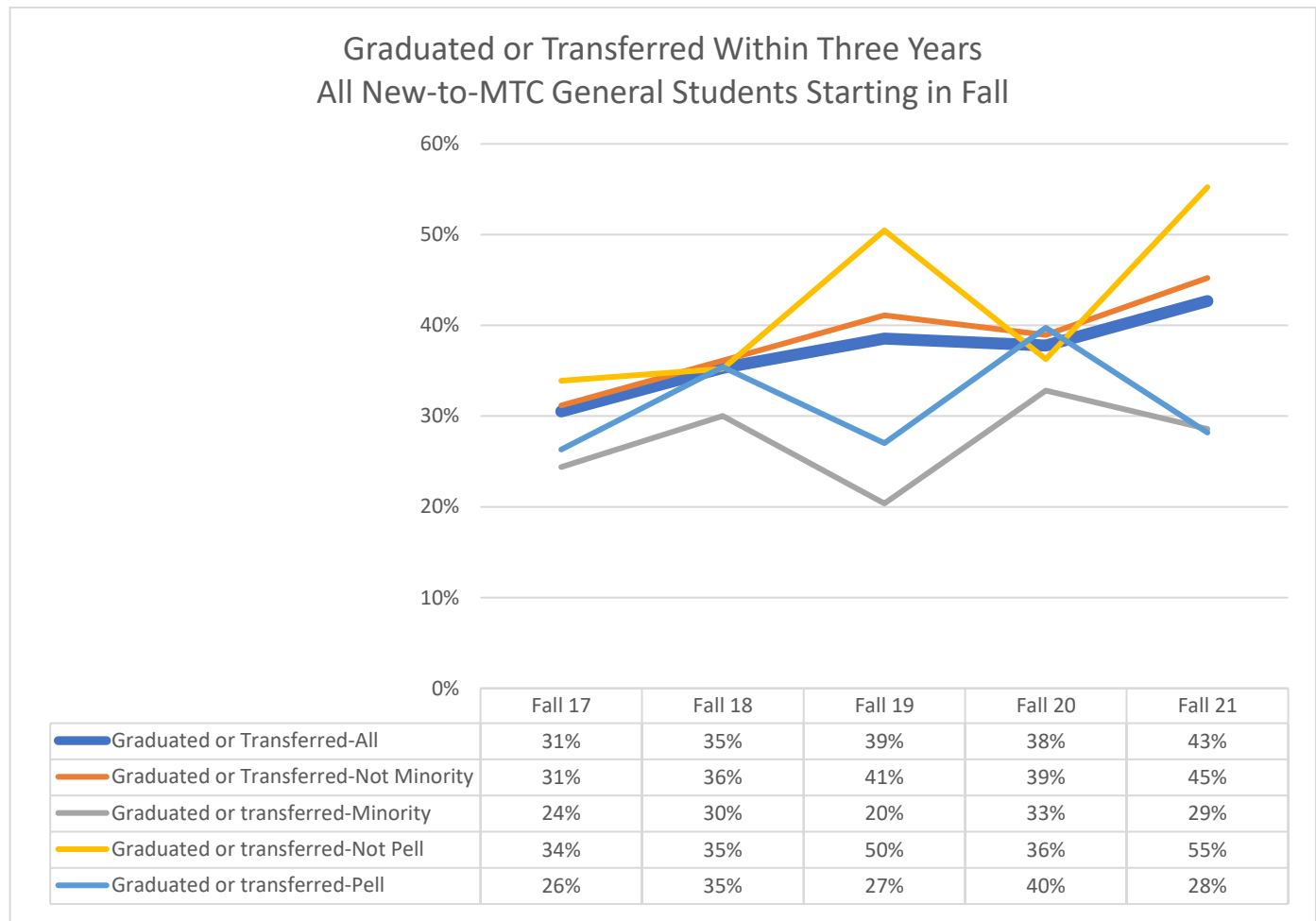


Figure 2: Three Year Degree Attainment for Full-time and Part-time - all subcohorts.

Figure 3 shows the three-year graduation and transfer rate trends for all new-to-MTC general students by minority and Pell subgroups. The data show some overall improvement from the Fall 17 to Fall 21 cohorts, but a decline in the three rate rates for Pell and minority students. The gap in graduation rates has also increased. However,

as the persistence rate gap is closing (Figure 6 below), we expect to see a related improvement in the three-year graduation rates. The COVID-19 impact on the Fall 18 – Fall 21 cohorts is likely a partial cause for the decline in rates for Pell and minority students.



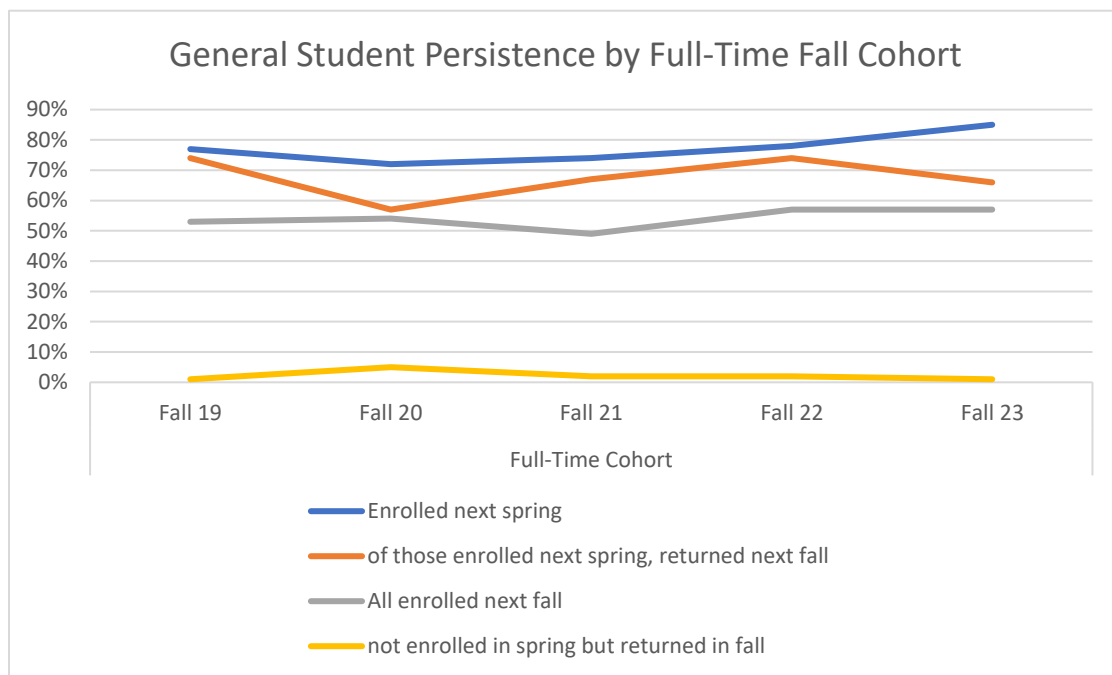
*Figure 3: Three-year Graduation and Transfer Rate for fall cohorts (all new-to-MTC students)*

### 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 above in Table 1, the trend for full-time students entering MTC in the fall term and enrolling in the subsequent spring terms has shown a slight decline since 2019. Figure 4 shows the fall-to-spring persistence for new part-time students has increased slightly from 2019 to 2023. **Most students who stop out after the initial fall term do not return, graduate, or transfer** – the persistence rate for these students is between 1% and 3% and is slightly higher for part-time students. The “not here in spring but returned in the next fall” rate peaked at 7% for

the Fall 20 cohort who returned in Fall 21; this is possibly due to the COVID-19 pandemic which caused MTC to offer mostly online courses.

MTC implemented an improved new student orientation in Fall 21, a new first-year experience course in Fall 22, and is continuing to improve communications with students using behavioral messaging concepts. Other elements of MTC’s Title III grant are funding initiatives 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 Watermark SSE’s predictive analytics to provide early warning indicators that can help advisors intervene with students in danger of not successfully completing courses. The Title III project also enabled MTC to implement a new CRM system to improve engagement with prospective students and convert applicants into registered students.



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

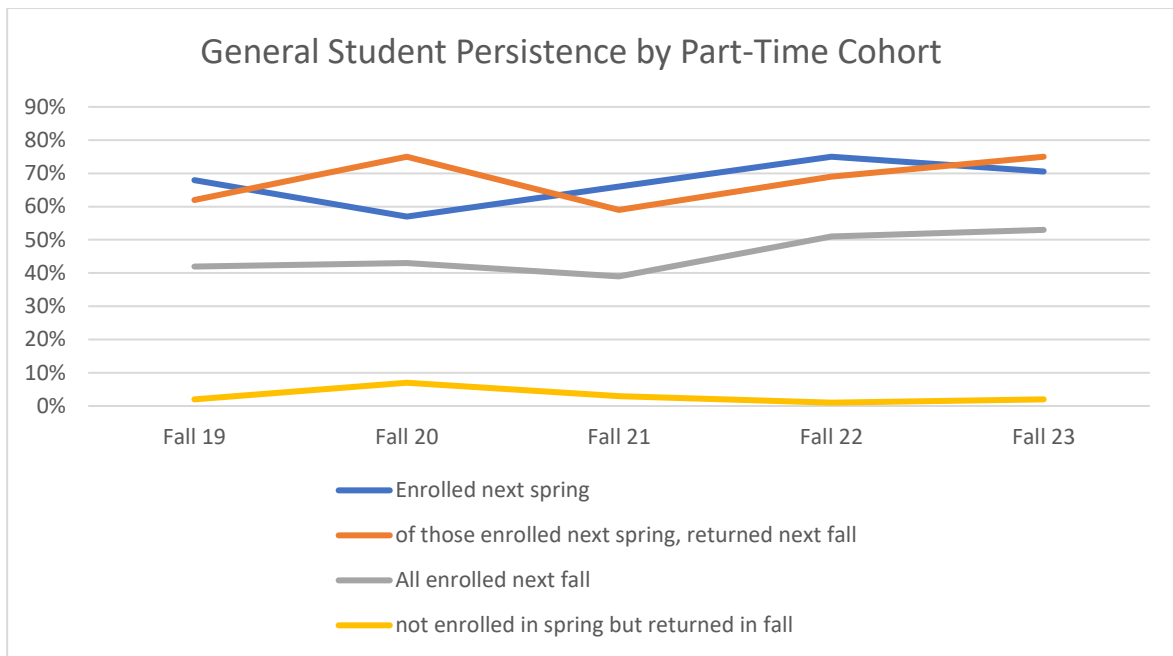


Figure 5: Subsequent spring and fall enrollment of part-time cohorts

#### Persistence tracking by “who returned” divided by “who should have returned”

Tracking persistence by entering student cohorts is a standard method for IPEDS and some state reports. However, given the mobile nature of MTC’s students, another, possibly more meaningful, 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 4 shows the number of general students enrolled in fall terms from Fall 20 – Fall 24; 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 total number of students enrolled in the term. Table 6 also shows that the overall ratio of minority students and Pell-eligible students has increased since 2020.

Table 4: Headcounts for General Students					
	Fall 20	Fall 21	Fall 22	Fall 23	Fall 24
All General Students	1106	1016	981	1007	1158
Minority General	136 (12%)	133 (13%)	114 (12%)	129 (13%)	153 (13%)
Pell Eligible General	497 (45%)	439 (43%)	415 (42%)	469 (47%)	598 (52%)

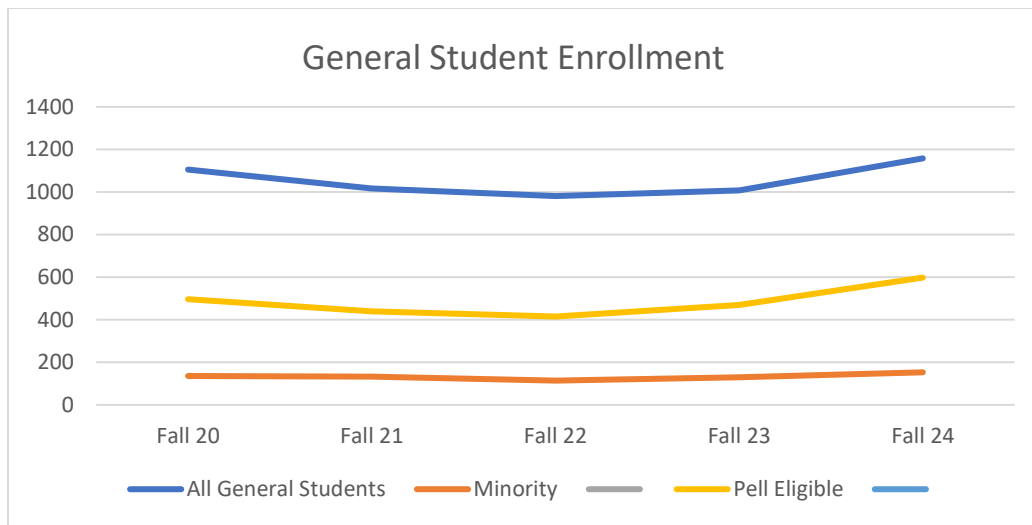


Figure 6: General Student Enrollment by Selected Demographics

Figure 7 shows the fall-to-spring persistence rate for all general students has been consistent since Fall 20, ranging between 75% and 83%. The chart shows the percentage of students enrolled in each fall term who graduated, transferred, or returned in the subsequent spring term. The lower rate in persistence from Fall 20 -> Spring 21 could have been impacted by COVID-19. The encouraging trend is the gap is closing for major student subgroups.

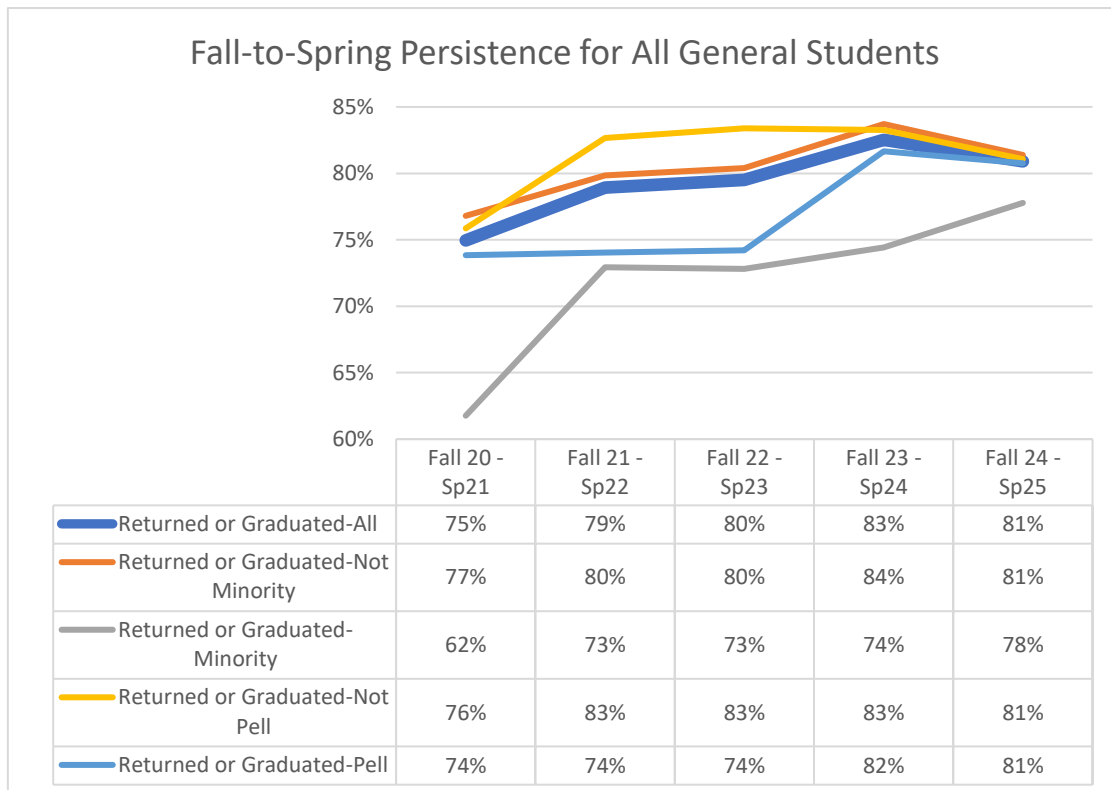


Figure 7: Fall-to-spring persistence of general students

Limited Enrollment Programs

Between Spring 16 and Fall 24, MTC’s limited enrollment programs (Nursing, OTA, PTA, RAD, DMS, SUR, MLT, MA) had a unique general student enrollment of 1,494 students. As of Fall 24, 408 students were still enrolled, 1,506 graduated, and 984 transferred. There were 3,774 unique students in MTC’s open enrollment programs (Technical Studies, Engineering, Arts & Sciences); as of Fall 24, 272 of these students were still enrolled, 1,135 graduated, and 788 transferred.

The success rate of students in limited enrollment programs is defined as the number of students who graduated, transferred, or are still enrolled as of Fall 24. (This is not a cohort-based approach, but rather counts all unique students enrolled during the time period). The rate for students in limited enrollment programs is 70% compared to 58% for students in open enrollment programs. Figure 8 shows the substantial difference in student success between students in limited enrollment programs and open enrollment programs.

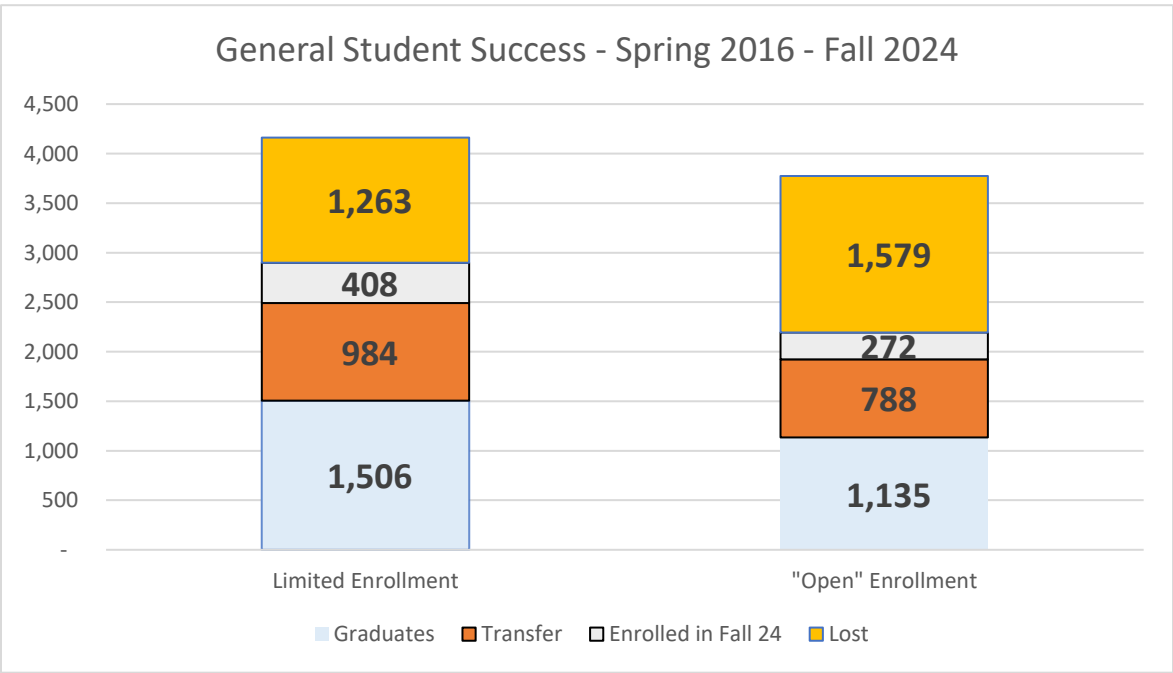


Figure 8: Limited Enrollment Program Success Rate

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 substantial loss in student enrollment.

<b>Table 7: Cumulative Impact of Persistence Rates</b>				
<b>Term-to-term Rate-&gt;</b>	<b>95%</b>	<b>90%</b>	<b>80%</b>	<b>75%</b>
<b>Starting Cohort</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
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
<b>Effective Rate after 4 terms</b>	<b>81%</b>	<b>66%</b>	<b>41%</b>	<b>32%</b>

### Implications for Practice

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

1. 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. The persistence is improving, and the persistence gap is closing, but graduation rate gaps remain. Develop a specific strategy to close the gap in persistence between minority and non-minority students.
5. This report is college-wide summary data; other reports (persistence by program, specific advisor, high school, etc.) can be generated upon request. Program review data workbooks provide program-specific student success and enrollment trends.