

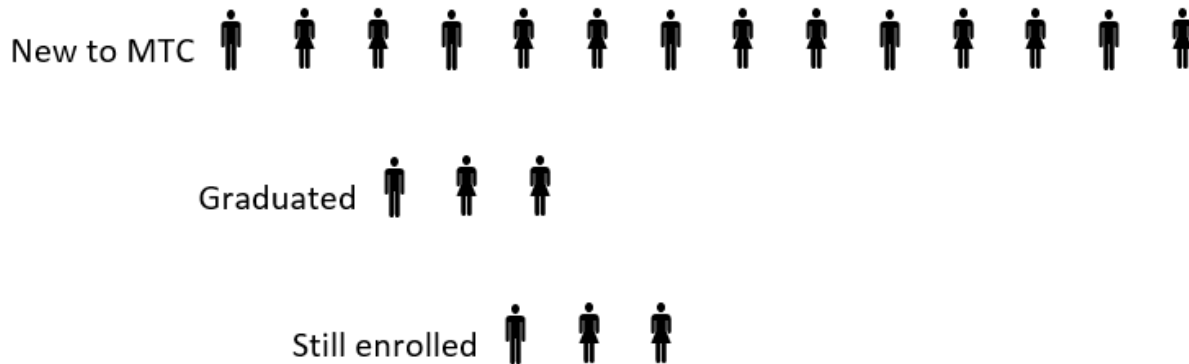
Marion Technical College
Student Success: Persistence and Degree Attainment
Summer 2012 – Spring 2016

This summary report shows historical student persistence and degree attainment by various factors for fiscal years FY13 through FY16. The primary purpose of this summary is to establish baselines to serve as a reference point by which efforts to improve persistence and degree attainment can be measured.

The Bottom Line

Between summer 2012 and fall 2013, 1356 general students began a relationship with MTC for the first time. This includes all first-time students: full-time, part-time, and transfer students. As of spring 2016, 252 of those students had earned a degree or certificate (20%) and 262 students were still enrolled (19%). Almost two-thirds of these students (839) left MTC without earning a degree or certificate.

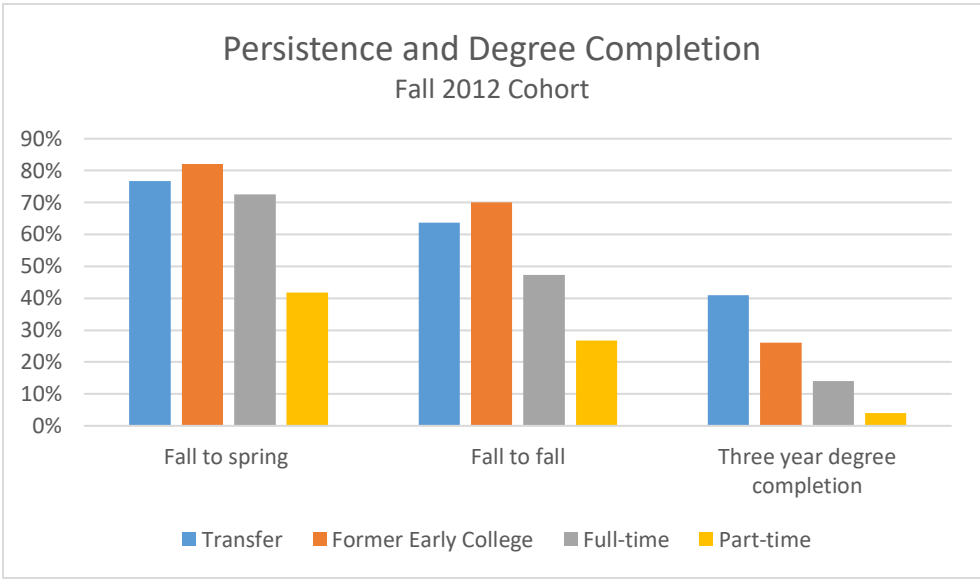
Figure 1: Persistence and Degree Attainment for New-to-MTC General Students Entering in 2012-13



The most important factors for successful persistence and degree completion are:

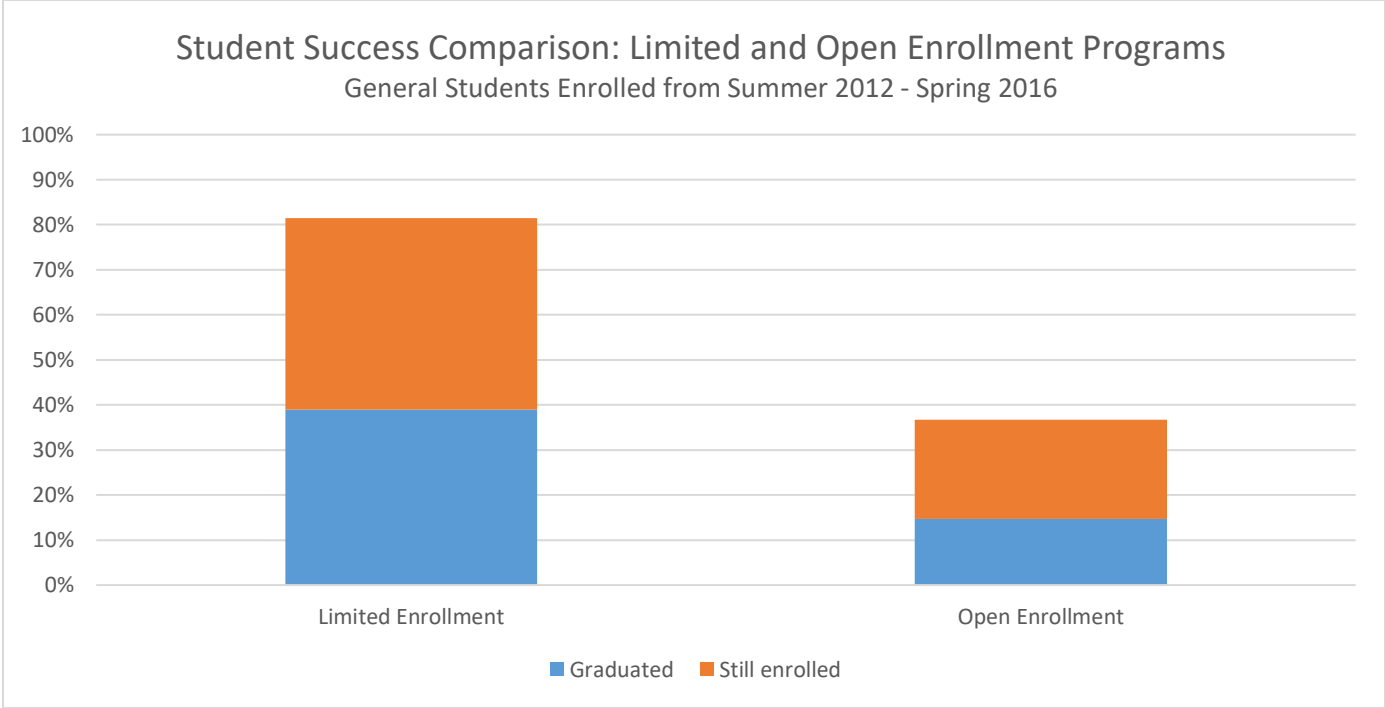
- Former Early College
- Transfer Credits
- Full-time enrollment in the first term.

Students who enroll full-time in the first term earn a degree or certificate at three times the rate of students who enroll part-time the first term. Students who enter MTC with transfer credits earn a degree at three times the rate of students who enroll full-time and ten times the rate of students who enroll part-time the first term. Full-time students with early college credits persist at an 82% rate from fall to spring and a 70% rate from fall to fall.



Limited Enrollment Programs

Between summer 2012 and spring 2016, MTC’s Limited Enrollment programs (Nursing, OTA, PTA, RAD, DMS, ASAP) had a unique general student enrollment of 1,066 students. As of spring 2016, 453 students were still enrolled and 415 students had earned a degree or certificate, a success rate of 81%. This compares with a success rate of 37% for the 4,460 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 70% for the first term and 70% for the second term. The rate improves a bit to 80% for the third and fourth terms. A 70% persistence rate each of the first two terms means the cohort shrinks to half its original size after two terms.

Cumulative Impact of Persistence Rates				
Term-to-term Rate->	95%	90%	80%	70%
Starting Cohort	100	100	100	100
After 1 term	95	90	80	70
After 2 terms	90	81	64	49
After 3 terms	86	73	51	34
After 4 terms	81	66	41	24
Effective Rate after 4 terms	81%	66%	41%	24%

Implications for Practice

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

1. Starting with the fall 2015 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. Consider informing advisors which students are a part of the cohort.
2. Identify any best practices used by limited enrollment programs that might be adopted for open enrollment programs; adopt a “cohort” approach to every program.
3. It does not appear separate strategies are warranted for Pell eligible, minority, or 25 and older students. However, students who fall into all three of these categories are candidates for a more intrusive advising strategy.
4. Inform students about the low degree completion rate for part-time students. Develop strategies to help students overcome the challenge of attending part-time.
5. This report is primarily summary data; other reports (persistence by program, specific advisor, high school, etc.) can be generated upon request.

Detailed Data Tables

This section of the report begins with definitions used in the report. Subsequent sections include detailed data tables and specific persistence and graduation rates by cohort codes. Future versions of this report will include information about student transfers to other colleges, persistence and graduation rates by specific programs, and additional demographics such as high school, high school GPA, first year credit hour accumulation, and dev-ed placements.

Definitions

- **General:** Students who have graduated from high school
- **Early College:** Students who have not graduated from high school
- **Prison:** Students enrolled in a prison program
- **Cohort:** a grouping of students based on certain characteristics when the student **first interacts** with MTC
 - **First-time, Full-time:** Students whose first-term at MTC is at least 12 hours
 - **First-time, Part-time:** Students whose first term at MTC is less than 12 hours
 - **New or Prior MTC student**
 - The student cohort is assigned at the time of the student's first interaction with MTC. A student who starts as full-time will always be a part of the full-time cohort even if the student is part-time in subsequent terms.
- **IPEDS:** The national reporting system to which MTC submits data
 - **IPEDS First-time:** The IPEDS first-time cohort includes first-time students AND students who might have attended MTC in the past as early college students. The IPEDS first-time definition includes students who enter college for the first time, and excludes transfer students.
 - **MTC Cohorts for Summer/Fall terms follow the IPEDS definition.** The "First-Time" cohorts include high school graduates who graduate in the spring of the year and enroll at MTC in the summer or fall of the same year, and exclude students who earned a transfer credit from a different institution.
- **Intention Code:** The declaration of intention a student makes when first interacting with MTC. As required by ODHE, this code is set at the student's first term and is not updated, even if the student's intention changes. For this iteration of the report, persistence is **not** broken out by student intention code. Student "degree-seeking" intention has been relatively consistent since FY14, as shown in Table 1. Persistence and graduation rates by intention code can be reported in a future version of this report.

Table 1: GENERAL Student Intention (Fall Term)					
Fall 2012 – Fall 2016[↑]					
Intention	2012-13	2013-14	2014-15	2015-16	2016-17[↑]
<i>Headcount -></i>	1865	1695	1498	1374	1192
Associate Degree for Job Market*	54.0%	53.8%	52.9%	51.2%	50.3%
Certificate**	7.9%	7.3%	5.5%	5.2%	5.2%
Not Undergrad***	0.0%	0.0%	0.0%	0.1%	0.0%
Personal Interest***	3.5%	3.6%	4.1%	4.6%	4.9%
Upgrade skills by taking courses***	2.6%	2.5%	2.9%	2.4%	2.4%
Train for new career***	10.2%	8.6%	8.9%	8.8%	8.2%
Transfer before earning degree	6.4%	7.1%	7.5%	9.0%	7.8%
Associate degree to transfer*	9.6%	10.1%	10.3%	11.6%	12.7%
Unknown	5.9%	7.1%	7.8%	7.1%	8.5%
Degree-seeking*	70.7%	63.9%	63.2%	62.8%	63.0%
Certificate-seeking**	7.9%	7.3%	5.5%	5.2%	5.2%
Not Degree/Certificate -seeking***	21.4%	28.8%	31.3%	32.0%	31.8%
[↑] as of July 7, 2016					

GENERAL Student Persistence

Table 2 shows the student success rates (graduated or still enrolled) for first-time, full-time cohorts. Data about students who transfer will be added when available. The persistence percentage is measured using the original cohort size as the base. However, another way to analyze persistence is to calculate the term-to-term percentage, using the prior term as the base for the percentage calculation. For example, table 2 shows that the cohort size of 245 students for fall 2012, 175 of those students were still enrolled in spring 2013, and 119 of the students were enrolled in fall 2013. The persistence rate from fall 2012 to spring 2013 is 71%; the persistence rate from spring 2013 to fall 2013 is 119/175, or 68%; the persistence rate from fall 2013 to spring 2014 is 97/119, or 82%.

Table 2 shows student persistence rates are improving slightly, but the decreasing size of the first-time, full-time cohort is a concern. The term-by-term persistence rate is approximately 70% for the fall-spring and spring-next fall term, and increases to approximately 80% for the second fall to the second spring term. A concentrated focus on supporting first year students to get the students to enroll for the subsequent spring and second fall term could be an important step to improve the persistence rate. It might also be useful to identify the students in the cohort and engage in some type of outreach effort. For example, as of this report date, only 65 of the 119 new, full-time students who started in fall 2015 have registered for fall 2016; 54 students who make up the cohort are not registered.

Table 2: First-time, Full-time GENERAL Student Persistence and Graduation				
Cohort->	Fall 2012	Fall 2013	Fall 2014	Fall 2015
# in fall term cohort->	245	239	160	119
First year spring term	175 - 71%	167 - 70%	117 - 73%	91 - 76%
Second year fall term	119 - 49%	116 - 49%	82 - 51%	65 - 38% *
Second year spring term	97 - 40%	97 - 41%	65 - 41%	
Graduated within two years	17 - 7%	14 - 6%	9 - 6%	
Still enrolled or graduated within two years	114 - 46%	111 - 46%	74 - 46%	
Third year fall term	65 - 26%	75 - 32%		
Third year spring term	46 - 19%	59 - 25%		
Graduated within three years	31 - 13%	35 - 15%		
Still enrolled or graduated within three years	77 - 31%	94 - 40%		
Fourth year fall term	37 - 15%			
Fourth year spring term	35 - 14%			
Graduated within four years	45 - 18%			
Earned Degree/Cert	45 - 18%			
Still enrolled or graduated within four years	80 - 33%			
<ul style="list-style-type: none"> • Cohorts include new full-time summer and fall students and former early college students who enroll the term after high school graduation. Students who earned a transfer credit are excluded. • Graduated is earned a degree or certificate • * as of June 9, 2016 				

Table 3 shows the persistence rate for first-time, part-time student cohorts. The results show that students who begin as part-time students persist at less than half the rate of those who start as full-time students:

Table 3: First-time, Part-time GENERAL Student Persistence and Graduation				
Cohort->	Fall 2012	Fall 2013	Fall 2014	Fall 2015
# in fall cohort->	194	136	169	148
First year spring term	79 - 41%	46 - 34%	62 - 37%	81 - 55%
Second year fall term	56 - 29%	35 - 26%	43 - 25%	48 - 32% *
Second year spring term	41 - 21%	26 - 19%	35 - 21%	
Graduated within two years	3 - 2%	2 - 2%	0	
Still enrolled or graduated within two years	44 - 23%	27 - 20%	35 - 21%	
Third year fall term	34 - 18%	24 - 18%		

Cohort->	Fall 2012	Fall 2013	Fall 2014	Fall 2015
# in fall cohort->	194	136	169	148
Third year spring term	28 – 14%	19 – 14%		
Graduated within three years	12 – 6%	3 – 2%		
<i>Still enrolled or graduated within three years</i>	40 – 21%	22 – 16%		
Fourth year fall term	25 – 13%			
Fourth year spring term	20 - 10%			
Graduated within four years	18 – 9%			
Earned Degree/Cert	18 – 9%			
<i>Still enrolled or graduated within four years</i>	38 – 20%			
<ul style="list-style-type: none"> • Cohorts include new full-time summer and fall students and former early college students who enroll the term after high school graduation. Students who earned a transfer credit are excluded. • Graduated is earned a degree or certificate • * as of June 9, 2016 				

Table 4 shows the persistence and graduation rates for full-time new students who start in the spring term. The three-year graduation rate for students who start in spring is similar to the rate for students who start in the fall term and appears to be improving. Rates for the part-time spring cohorts are not presented in this version of the report:

Cohort->	Spring 2013	Spring 2014	Spring 2015	Spring 2016
# in spring term cohort->	66	41	39	24
Next year fall term	33 – 50%	22 – 54%	28 - 72%	16*
Second year spring term	25 – 38%	16 - 39%	19 - 49%	
Second year fall term	17 – 26%	13 – 32%	16 *	
Graduated within two years	3 - 5%	3 – 7%		
<i>Still enrolled or graduated within two years</i>	20 – 30%	16 – 39%		
Third year spring term	13 20%	9		
Third year fall term	9 – 14%	7*		
Graduated within three years	5 – 8%			
<i>Still enrolled or graduated within three years</i>	14 – 21%			
Fourth year spring term	9 – 14%			
Fourth year fall term	3*			
Graduated within four years				

Cohort->	Spring 2013	Spring 2014	Spring 2015	Spring 2016
# in spring term cohort->	66	41	39	24
Earned Degree/Cert				
<i>Still enrolled or graduated within four years</i>				
<ul style="list-style-type: none"> • Cohorts include new spring term students. Students who earned a transfer credit are excluded. Former early college students are excluded. • Graduated is earned a degree or certificate • * as of June 9, 2016 				

Table 5 shows the persistence of first-time students to MTC who had transfer credits when they first enrolled at MTC. The average number of credits a transfer student is awarded is increasing slightly. Transfer students have a two-year degree completion rate of 26% compared to 6% and a three-year degree completion rate of 41% compared to 14% for first-time, full-time students with no transfer credits.

Cohort->	Fall 2012	Fall 2013	Fall 2014	Fall 2015
# in cohort->	173	166	152	140
Average Transfer Credits	26	26	31	28
First year spring term	130 – 75%	135 – 81%	114 – 75%	106 – 76%
Second year fall term	105 – 61%	108 - 65%	99 – 65%	
Second year spring term	101 – 58%	101 – 61%	92 – 61%	
Graduated within two years	46 – 27%	51 – 31%	29 – 19%	
<i>Still enrolled or graduated within two years</i>	147 - 85%	152 – 92%	121 – 80%	
Third year fall term	42 - 24%	39 – 23%		
Third year spring term	40 - 23%	36 – 22%		
Graduated within three years	66 – 38%	73 – 44%		
<i>Still enrolled or graduated within three years</i>	106 – 61%	109 – 66%		
Fourth year fall term	19 – 11%			
Fourth year spring term	19 – 11%			
Graduated within four years	74 – 43%			
Earned Degree/Cert	74 – 43%			
<i>Still enrolled or graduated within four years</i>	93 – 53%			

Table 5: First-time, Full-time and Part-time GENERAL Student Persistence and Graduation Students with Transfer Credits				
Cohort->	Fall 2012	Fall 2013	Fall 2014	Fall 2015
# in cohort->	173	166	152	140
<ul style="list-style-type: none"> • <i>Cohorts include new full-time summer and fall students who were awarded transfer credits.</i> • <i>Graduated is earned a degree or certificate</i> 				

Table 6 shows persistence for first-time, full-time cohort groups by selected student characteristics for the first term only. Except for the fall 2012 cohort, where students whose advisor was a first year advisor persisted at a much higher rate than students advised by an academic advisor, student persistence is approximately equal regardless of the advisor type the students sees during their first term. Because students advised by first year advisors generally have much higher dev-ed placement rates, this is evidence that the extra support provided by first year advisors is effective.

Table 6: First-time, Full-time MTC GENERAL Student Persistence First Term to Second Term (Fall-to-Spring) Selected Characteristics					
	Cohort->	Fall 2012	Fall 2013	Fall 2014	Fall 2015
	All	175 / 245 71%	167 / 239 70%	117 / 160 73%	91 / 119 76%
Pell Status	Pell Award	118 / 173 68%	114 / 164 70%	81 / 100 74%	57 / 74 77%
	No Pell Award	57 / 72 79%	53 / 75 71%	36 / 50 72%	34 / 45 76%
Ethnicity	Minority	9 / 13 69%	13 / 17 76%	7 / 16 44%	11 / 15 73%
	Non-Minority	166 / 232 72%	154 / 222 69%	110 / 144 76%	80 / 104 77%
Age	25 or over	39 / 60 65%	37 / 55 67%	18 / 26 69%	13 / 21 62%
	Under 25	136 / 185 74%	130 / 184 71%	99 / 134 74%	78 / 98 80%
First-Term Advisor	First-Year	78 / 96 81%	51 / 72 71%	29 / 42 69%	27 / 35 75%
	Academic	97 / 144 67%	112 / 162 69%	88 / 118 75%	64 / 84 75%
First-Term Department	Arts & Science	29 / 44 66%	18 / 23 78%	31 / 38 82%	20 / 23 87%
	Business, IT, CJ, HSS	60 / 85 71%	68 / 91 76%	33 / 49 67%	25 / 42 60%
	Engineering	12 / 29 41%	6 / 23 26%	4 / 6 67%	3 / 4 75%
	Health	74 / 87 85%	75 / 102 74%	49 / 75 65%	43 / 58 74%
County Same county both terms	Marion	89 / 118 75%	57 / 85 67%	43 / 66 65%	35 / 50 70%
	Morrow	26 / 28 93%	32 / 39 82%	19 / 24 79%	11 / 15 73%
	Crawford	15 / 21 71%	20 / 24 83%	16 / 18 89%	5 / 6 83%
	Wyandot	14 / 20 70%	10 / 19 53%	15 / 18 83%	11 / 14 79%
	Union	11 / 18 61%	13 / 15 87%	7 / 10 70%	13 / 13 100%
	Delaware	10 / 13 77%	12 / 17 71%	7 / 10 70%	6 / 6 100%
	Franklin	1 / 3 33%	5 / 6 83%	3 / 3 100%	1 / 1 100%