

# **MACC Summit on Completion**

## ***The Maryland Model of Community College Student Degree Progress***

### **Completion Rates in Context**

**Craig A. Clagett**  
Carroll Community College  
Westminster, Maryland

**December 9, 2011**

# **The Student Right-to-Know Act**

## **Graduation Rate Disclosure Mandated**

- **Passed by Congress November 1990**
- **All institutions eligible for Title IV funding**
- **Calculate graduation rate for full-time, degree-seeking, first-time student cohorts**
- **Report completion within 150% of “normal time” (3 years for Associate degree)**
- **Graduation rate survey (GRS) added to IPEDS data collection in 1997**

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# Federal SRK Rates for Carroll CC

	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
Number in cohort	283	357	369	480
Graduated w/in 150%	46	60	76	85
Graduation rate	16.3%	16.8%	20.6%	17.7%
Transfers-out	45	47	52	66
Transfer rate	15.9%	13.2%	14.1%	13.8%

**Average SRK Graduation Rate: 18%**

**Average SRK Transfer-out Rate: 14%**

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# **IPEDES Graduation Rate Survey**

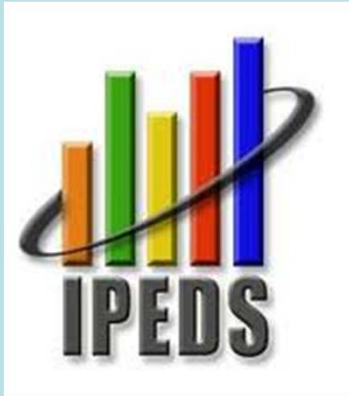
**Higher Education Opportunity Act of 2008**

- **Changed federal GRS reporting requirements**
- **Mandated display of new rates on College Navigator online data tool by August 2009**
- **Retained cohort definition of first-time, full-time degree-seeking students**
- **Graduation rates now reported:**
  - 100% normal time (2 years)**
  - 150% normal time (3 years)**
  - 200% normal time (4 years)**

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# IPEDS-GRS for Maryland CCs

## Full-time Student 3-year Graduation Rate



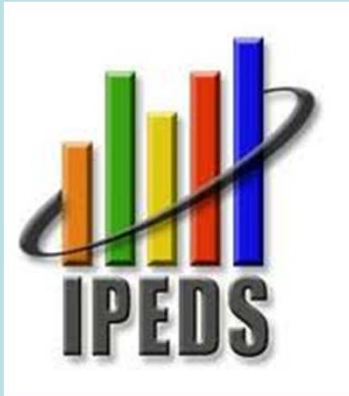
### 3-Year Graduation Rate, 2006 Cohort Public 2-year Institutions

United States	31.7%
Mid East (DC, DE, MD, NJ, NY, PA)	26.2%
Maryland	13.5%

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# IPEDS-GRS

## Graduation Rates on College Navigator



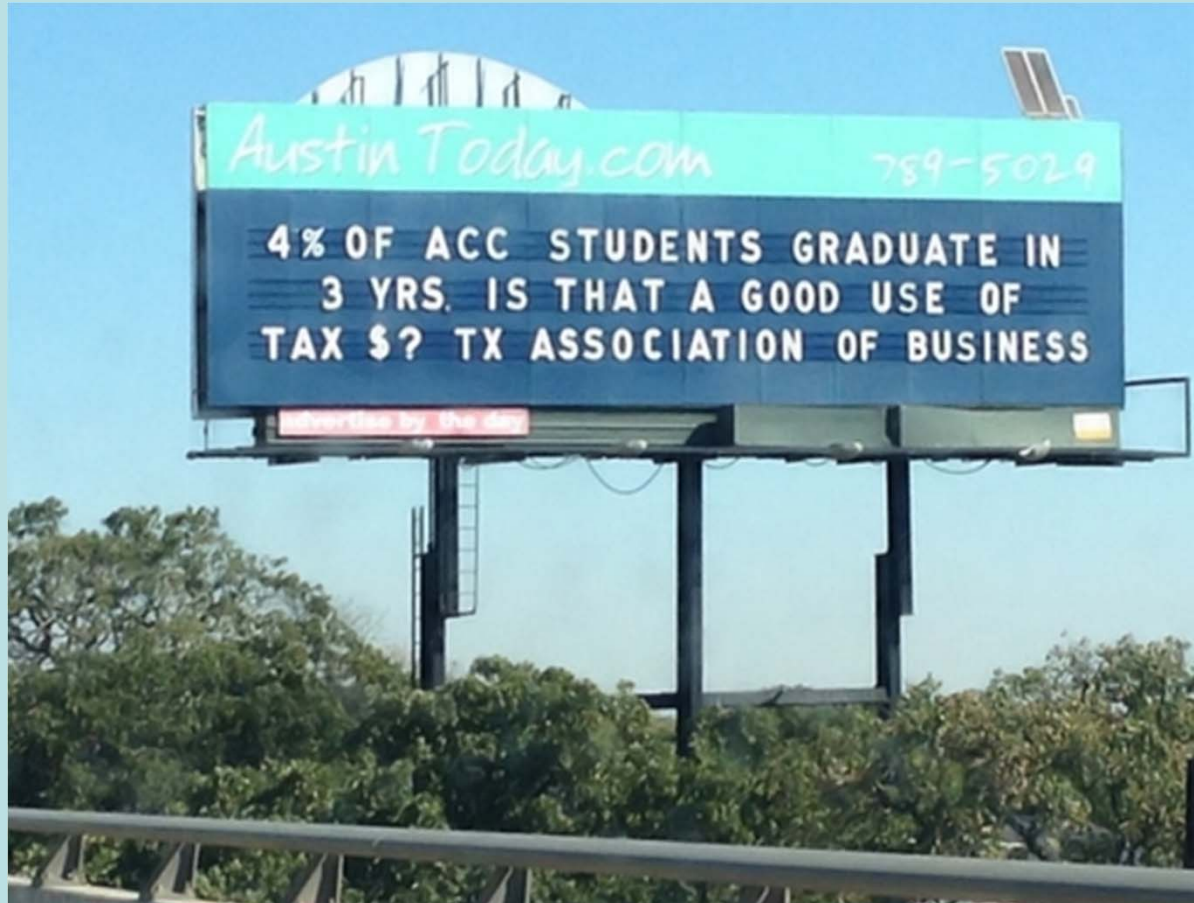
### Carroll Community College 2006 Cohort

<b>“Normal time”</b>	<b>6%</b>
<b>150% of “Normal time”</b>	<b>20%</b>
<b>Twice as long as “Normal time”</b>	<b>27%</b>

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# Competition Rates under Assault

## Austin Community College



Texas Association of Business Billboard October 2011

# **Issues with IPEDS Graduation Rates**

**(Available online and widely cited)**

- **Excludes part-time students (often the majority)**
- **Includes students not seeking the Associate degree**
- **Transfer without a degree may be a rational decision yet unaccounted for in graduation rate**
- **No allowance for developmental ed. needs**
- **“150% of normal time” (3 years) excludes majority of those who will earn the Associate degree**
- **Remainder (75-85%) often considered failures by public and legislators**

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# Maryland Higher Education Commission

## Analyses from Statewide Data Systems

- Utilize enrollment and degree files (EIS, DIS) submitted as part of regular reporting calendar
- Student IDs allow matching enrollment and degree records across institutions within Maryland
- Calculate a combined graduation-transfer rate (+)
- Use IPEDS definition of degree-seeking: enrolled in a program of study/major (-)
- Exclude out-of-state transfers (-)

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# MHEC Graduation-Transfer Rates for Carroll CC (in effect 2001-05)

	<u>1997</u>	<u>1998</u>	<u>1999</u>	<u>2000</u>
<u>Full-time (first fall) students</u>				
4-yr FT Grad-transfer rate	40.2%	38.2%	39.9%	38.4%
<u>All students</u>				
6-year Grad-transfer rate	30.6%	28.3%	34.1%	32.5%

**Average 4-year Full-time Grad-transfer Rate: 39%**

**Average 6-year Grad-transfer Rate: 31%**

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# Measuring Degree Progress

**Is there a better way?**

Maryland Model of Student Degree Progress

# Degree Progress Analysis

## Development of the Maryland Model

- **Accountability work team established by MCCCCP (presidents' group) on March 5, 2004**
- **Charge: Create a statewide assessment model incorporating developmental studies, graduation, and transfer**
- **Recognition of key role of developmental studies in student degree progress (was not mentioned at all in existing Performance Accountability Report)**

**Maryland Model of Student Degree Progress**

# **Degree Progress Analysis**

## **Development of the Maryland Model**

- Conducted thorough national literature review of state accountability systems**
- Broadened charge to include all PAR indicators with MCCCCP approval**
- Draft definitions and templates shared with MCCRG for testing during February-May 2005**
- Revised definitions shared with affinity groups (M4CAO, MCCACET, MCCCCSAO) during May-September 2005**

**Maryland Model of Student Degree Progress**

# **Degree Progress Analysis**

## **Development of the Maryland Model**

- MCCCCP approved proposal for presentation to MHEC staff for revisions to PAR on 9/16/05**
- MACC, work team chair shared proposal with MHEC, DLS, and DBM representatives 11/17/05**
- Formally adopted by the Maryland Higher Education Commission in February 2006 for next PAR cycle**
- First PAR with Degree Progress Analysis indicators submitted July 1, 2006**

**Maryland Model of Student Degree Progress**

# Defining the Study Cohort

## Defining Degree-seeking by Student Goal Questions

- **Students uncertain about goals**
- **Goals may be unrealistic**
- **Goals change**
- **Wording of goal questions varies**
- **Students must declare themselves degree-seeking to qualify for financial aid**
- **Some colleges require all students to declare a program major (to aid advising)**
- **Data integrity problem!**

Maryland Model of Student Degree Progress

# **Behavioral Definition for Degree-Seeking**

## **The Maryland Model of Student Degree Progress**

- **Avoid unreliable goal/intent data, instead looks at enrollment *behavior***
- **Include part-time students, but...**
- **Exclude students taking one or two classes for job skills, enrichment; spring admits to university**
- **Students should show evidence of effort to persist if institution to be held accountable for their degree attainment**

**Maryland Model of Student Degree Progress**

# Defining the Study Cohort

## Behavioral Definition for Degree-Seeking

- **Define cohort as students *attempting* 18 hours during first two years after initial enrollment ( $\approx 6$  courses)**
- **Developmental courses included in 18-hour count**
- **Not biased toward success, as students may fail all courses/earn zero credits and be in cohort (addressed criticism of other models using credits earned)**

Maryland Model of Student Degree Progress

# Degree Progress of MD CC Students Fall 2004 First-Time Cohort after Four Years

<b>Total first-time, full- and part-time fall headcount</b>	<b>25,908</b>
-------------------------------------------------------------	---------------

**Maryland Model of Student Degree Progress**

# Degree Progress of MD CC Students Fall 2004 First-Time Cohort after Four Years

<b>Total first-time, full- and part-time fall headcount</b>	<b>25,908</b>	
<b>Number attempting fewer than 18 hours in first two years</b>	<b>10,164</b>	
<b>Attempted 18 hours during first two years (study cohort)</b>	<b>15,744</b>	<b>100.0</b>

**Maryland Model of Student Degree Progress**

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Maryland Model of Student Degree Progress

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Maryland Model of Student Degree Progress

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<b>Graduated <i>and/or</i> transferred</b>	<b>7,994</b>	<b>50.8</b>

**“Graduation-transfer rate” = 50.8%**

**Maryland Model of Student Degree Progress**

# **Interim Measures of Success**

**Measured at End of Four Years**

- **A third of Associate degree graduates may take more than 4 years to complete degree**
- **Developmental ed. slows degree progress**
- **Coursework short of a degree may be of great value to individual student**
- **Completion of 30 credits in good standing may be considered “substantial preparation for transfer”**

**Maryland Model of Student Degree Progress**

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Maryland Model of Student Degree Progress

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No award or transfer, but earned 30+ credits with 2.0+ GPA	2,638	16.8

Maryland Model of Student Degree Progress

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Still enrolled after four years (no grad/transfer/<30 credits)	877	5.6

Maryland Model of Student Degree Progress

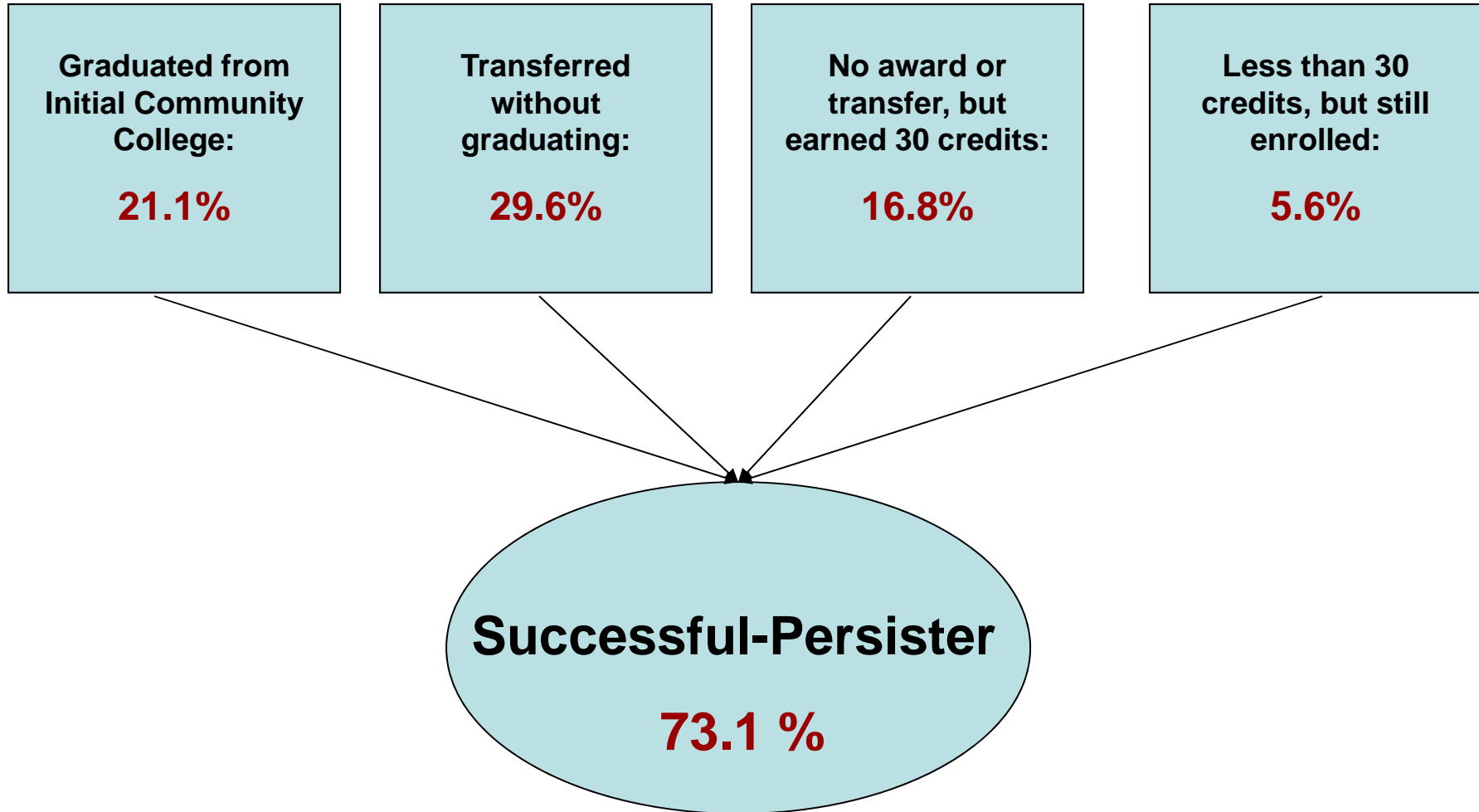
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<b>Graduated/transferred/30+ credits/still enrolled</b>	<b>11,509</b>	<b>73.1</b>

**“Successful-persister rate” = 73.1%**

**Maryland Model of Student Degree Progress**

# Successful-Persister Rate Calculation



# Degree Progress of MD CC Students Fall 2003, 2004 Cohorts after Four Years

	<u>2003 Cohort</u>	<u>2004 Cohort</u>
<b>Number in cohort</b>	<b>15,250</b>	<b>15,744</b>
<b>Graduation rate</b>	<b>20.0%</b>	<b>21.1%</b>
<b>Transfer rate</b>	<b>39.6%</b>	<b>41.9%</b>
<b>Graduation-transfer rate</b>	<b>47.9%</b>	<b>50.8%</b>
<b>Successful-persister rate</b>	<b>71.0%</b>	<b>73.1%</b>

Maryland Model of Student Degree Progress

# Analysis by Developmental Status

- ***College-ready***: No developmental need.
- ***Developmental completers***: Needed at least one developmental course; completed all recommended developmental courses within study period.
- ***Developmental non-completers***: Needed at least one developmental course; had not completed all recommended developmental courses by end of study period.

# Degree Progress Measures

## Fall 2004 MD CC Cohort after Four Years

	<u>Graduation- Transfer Rate</u>	<u>Successful- Persister Rate</u>
<b>College-ready students</b>	<b>63.6%</b>	<b>82.7%</b>
<b>Developmental completers</b>	<b>56.5%</b>	<b>84.1%</b>
<b>Dev. non-completers</b>	<b>26.1%</b>	<b>45.0%</b>
<b>All students</b>	<b>50.8%</b>	<b>73.1%</b>

Maryland Model of Student Degree Progress

# Summary of Degree Progress Measures

## Carroll Community College

Federal three-year SRK graduation rate	20%
MHEC 4-year graduation-transfer rate	39%
Degree Progress graduation-transfer rate	58%
<b>Graduation-transfer rate/college-ready students</b>	<b>82%</b>
Degree Progress successful-persister rate	75%
Successful-persister rate/college-ready students	93%

Maryland Model of Student Degree Progress

# **Strengths of the Maryland Model Degree Progress Analysis**

- Behavioral definition of “degree-seeking”**
- Includes part-time students**
- Includes transfer to out-of-state institutions**
- Reports a combined graduation-transfer rate**
- Reports progress for college-ready, developmental completers, and developmental non-completers**

# **Strengths of the Maryland Model Degree Progress Analysis**

- Includes interim measures of success (30 credits earned, persistence)**
- Accepted by MHEC, included in Performance Accountability Report**
- Accepted by DLS, included in state budget briefing books**
- Has put focus on developmental program completion**

**Maryland Model of Student Degree Progress**

# **Strengths of the Maryland Model Degree Progress Analysis**

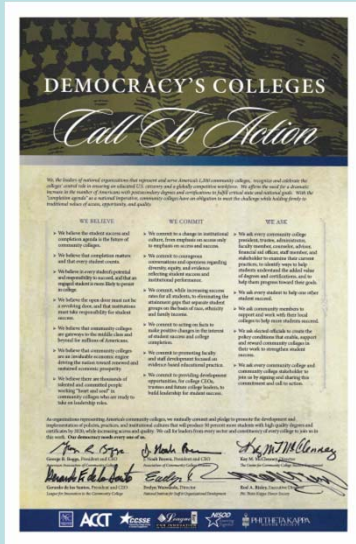
- Now have 7 years of trend data using this methodology**
- Some influence on national indicator discussions (VFA; federal Committee on Measures of Student Success)**
- Useful on-campus: institutional effectiveness reporting to Board, enrollment management, evaluating retention interventions, used in program reviews**

**Maryland Model of Student Degree Progress**

# **Weaknesses of the Maryland Model Degree Progress Analysis**

- **Unique to Maryland**
- **No peer, state, or national comparison data**
- **Not embraced by the Governor**

# The "Completion Agenda" National and State Initiatives and Metrics



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# Complete College America

Founded 2009 | Carnegie, Ford, Gates, Lumina, Kellogg



By 2020, six of 10 adults in U.S. will have a college degree or credential of value

Commitment of *state governments*

Increase college completion rates through *state policy change*

Maryland joined March 2010

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# Complete College America

Commit to Statewide and Campus Completion Goals



Governor O'Malley's stated goal:

By 2025, 55% of Marylanders will have associate or bachelor's degree

Will require additional 20,000 degrees annually by 2025

Interim goal: 6,500 additional by 2015

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# Complete College America

## 2011 Data Compilation and Analysis by MHEC



### Positives with CCA data collection:

**Participation from 33 states**

**Recognizes many students come to college academically underprepared**

**Acknowledges most students are part-time, many with families and jobs**

**Includes shorter-term measures of retention and credit accumulation**

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# Complete College America

## 2011 Data Compilation and Analysis by MHEC



### Issues with 2011 CCA data collection:

**Designates all credit students as seeking the Associate's degree, including those in baccalaureate transfer programs**

**Lacks a combined graduation-transfer completion rate**

**Lacks a behavioral definition of degree-seeking (includes non-degree students)**

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# Complete College America

## 2011 Data Compilation and Analysis by MHEC



**Assumes community college “full-time” students remain full-time**

**National studies document that less than a third of community college students who start full-time remain full-time**

**Part-time attendance is the norm, even for those who start full-time**

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# Complete College America

## 2011 Data Compilation and Analysis by MHEC



**Use of MHEC data systems excludes transfers to out-of-state institutions (26% of Maryland transfers—'04 cohort)**

**Comparisons with data from 4-year colleges and universities ignore differences in student populations**

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# Completion Rates in Context

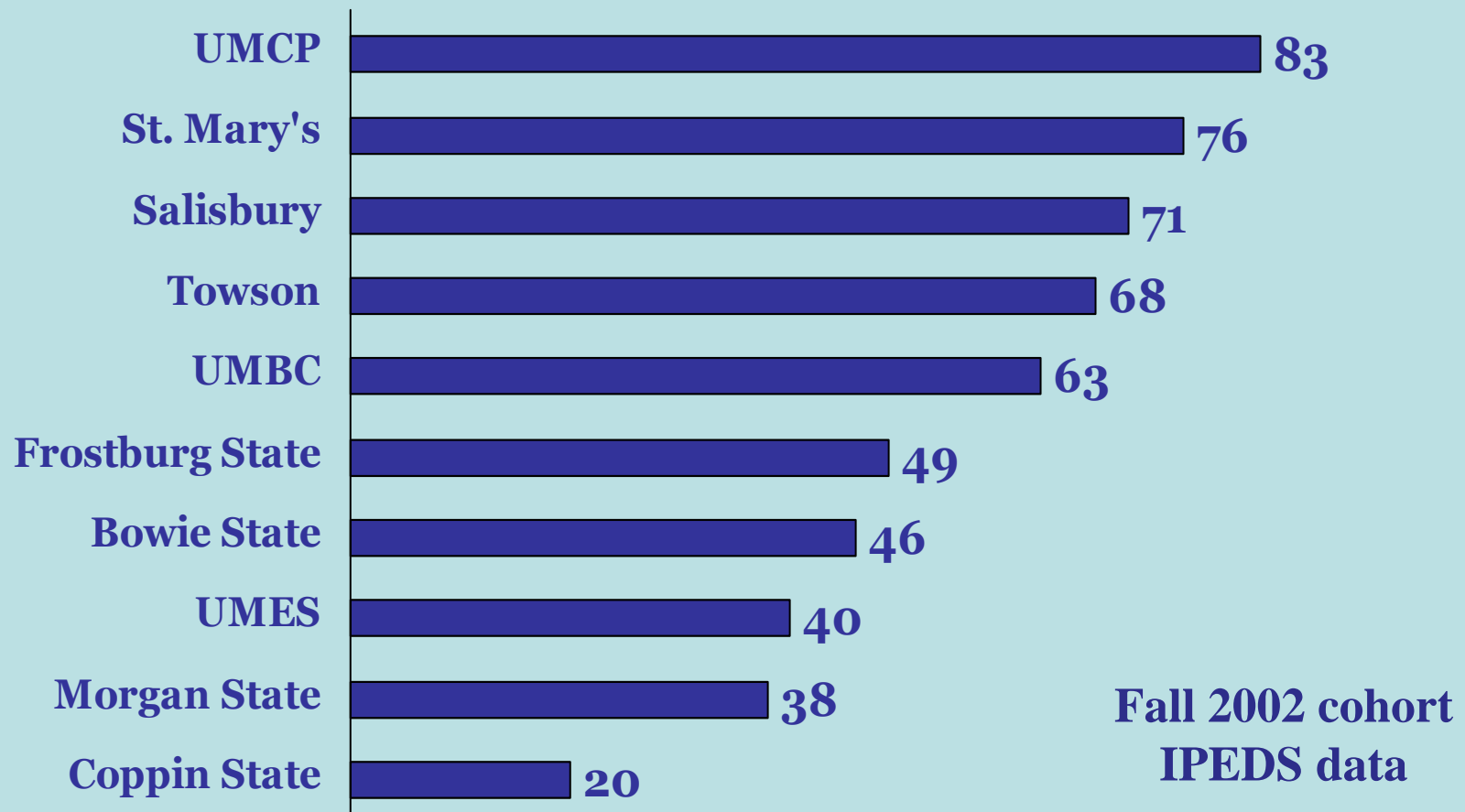
**How do community college completion rates compare to bachelor's degree attainment rates?**

# Completion Rates in Context

**How do community college completion rates compare to bachelor's degree attainment rates?**

**CC completion=AA or transfer**

# 8-Year Bachelor's Completion Rates 200% of "Normal Time"



**MACC Summit on Completion**

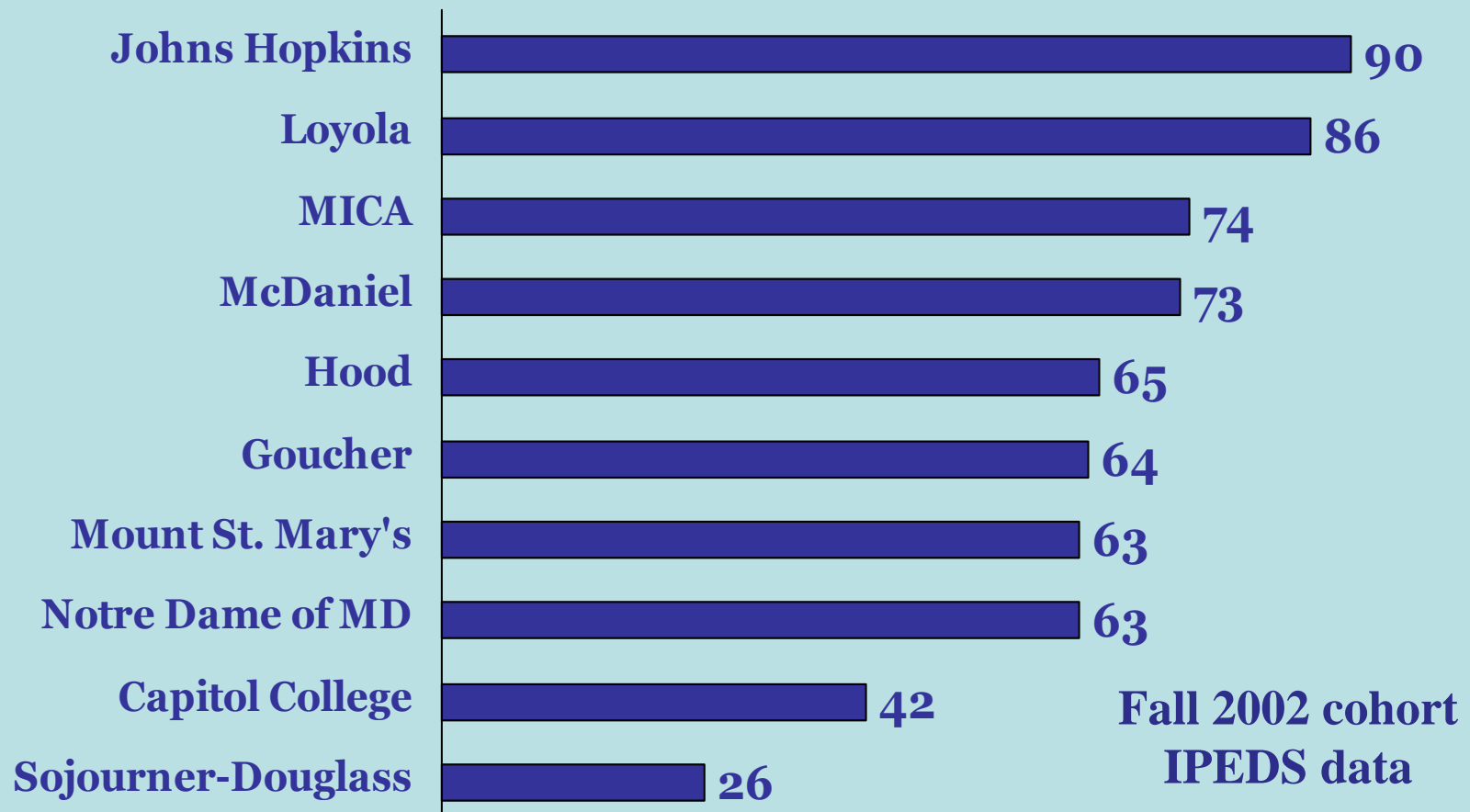
# Maryland Public 4-Year Institutions

## 8-Year Completion Rates (200% “Normal Time”)

	<u>SAT-Math</u>	<u>SAT-Reading</u>	<u>Completion Rate</u>
UM-College Park	610-710	580-680	83%
St. Mary’s College of MD	550-650	580-690	76%
Salisbury University	530-610	520-600	71%
Towson University	500-590	490-570	68%
UM-Baltimore County	560-670	540-640	63%
Frostburg State University	430-540	440-530	49%
Bowie State University	400-480	410-480	46%
UM-Eastern Shore	380-460	390-460	40%
Morgan State University	410-490	420-490	38%
Coppin State University	390-460	400-460	20%

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# 8-Year Bachelor's Completion Rates 200% of "Normal Time"



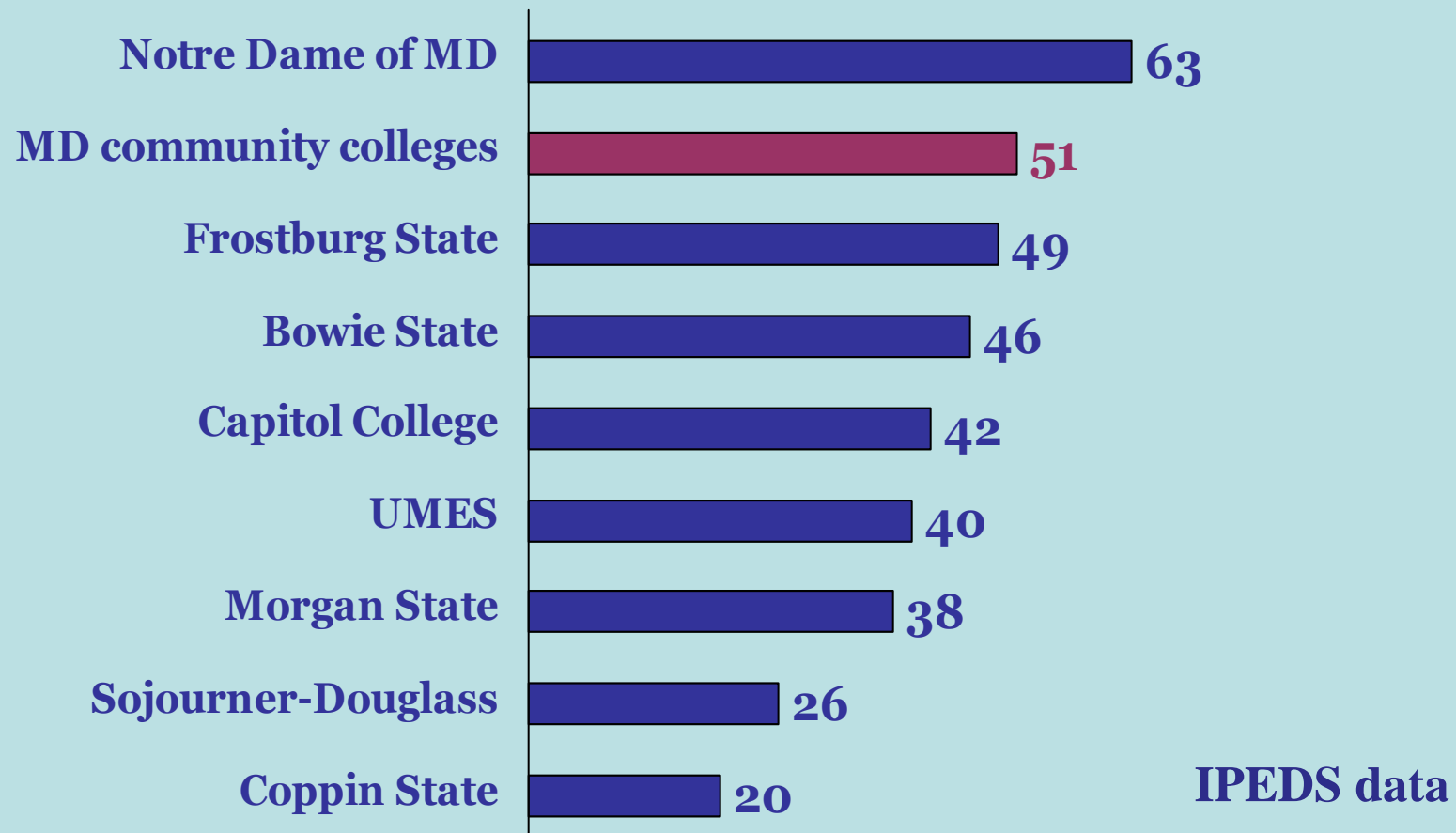
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# Maryland Private 4-Year Institutions 8-Year Completion Rates (200% “Normal Time”)

	<u>SAT-Math</u>	<u>SAT-Reading</u>	<u>Completion Rate</u>
Johns Hopkins University	660-770	630-730	90%
Loyola University Maryland	560-650	545-640	86%
Md. Institute College of Art	500-620	530-670	74%
McDaniel College	500-610	510-610	73%
Hood College	460-600	470-600	65%
Goucher College	Not required	Not required	64%
Mount St. Mary’s University	490-580	480-590	63%
Notre Dame of Maryland	430-540	460-540	63%
Capitol College	440-530	420-490	42%
Sojourner-Douglass College	Not required	Not required	26%

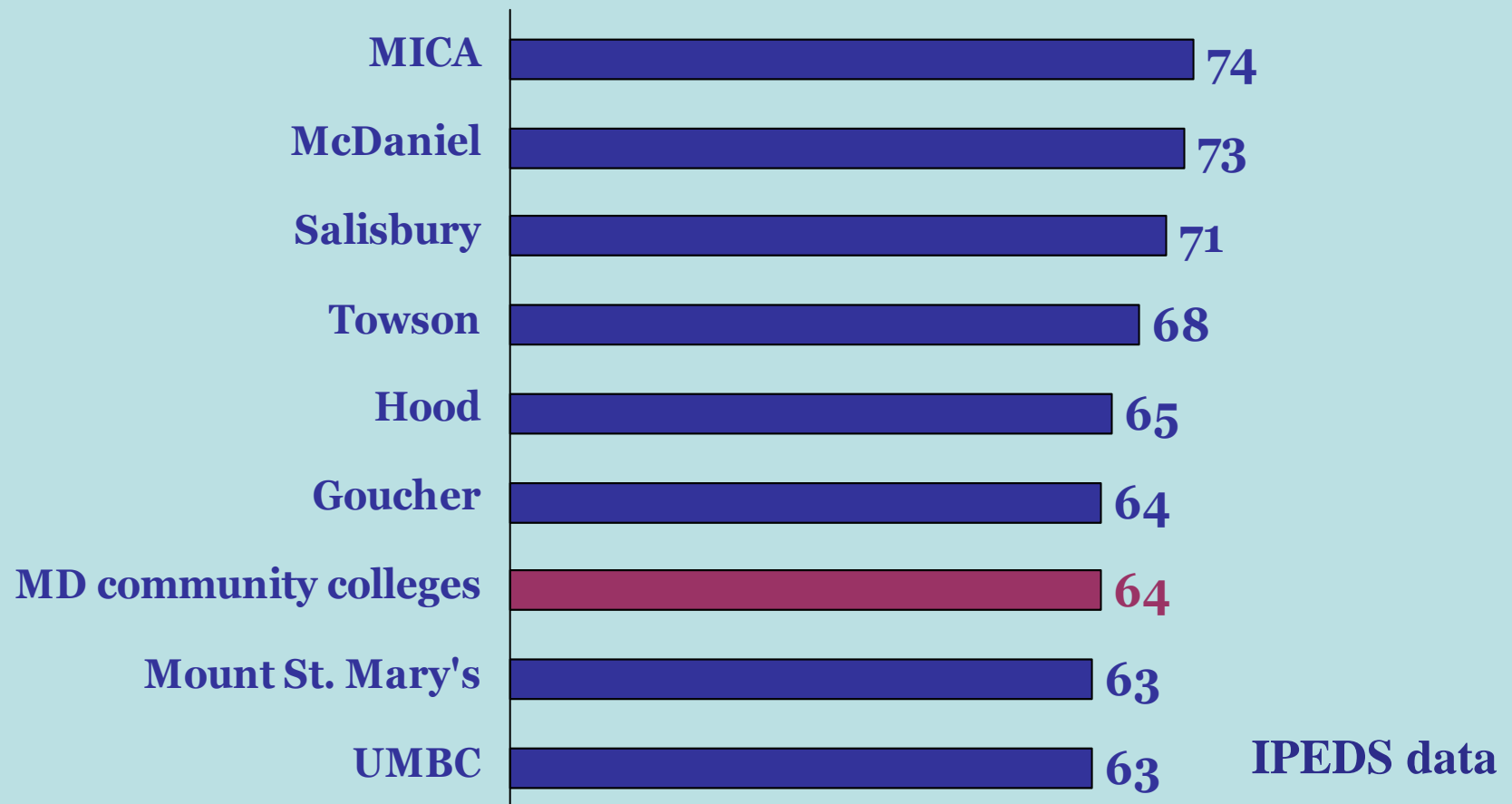
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# Completion Rates (200% Time) Less-Selective Institutions



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# Completion Rates (200% Time) College-ready Students



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# Completion Rates in Context

**How do University freshmen who are *similar to community college students in life circumstances* do in terms of bachelor's degree attainment?**

# College Student Risk Factors

## From the National Literature

- Delayed college entry by one or more years
- Enrolled part-time
- Financially independent
- Children or dependents
- Employed full-time
- Is a single parent
- GED or HS dropout

# Percent Earning Bachelor's Degree By Number of Risk Factors

- Delayed college entry by one or more years
- Enrolled part-time
- Financially independent
- Children or dependents
- Employed full-time
- Is a single parent
- GED or HS dropout

Percent Earning Bachelor's Degree in Six Years	
Risk Factors	
None	70.6%
One	49.0%
<b>Two or more</b>	<b>20.9%</b>

*NCES, BPS 96/01, 1995 Freshmen*

# Colleges of At-risk Students?

## Maryland Community Colleges

<b>Enrolled part-time</b>	<b>63%</b>
<b>Paid for tuition with own income</b>	<b>38%</b>
<b>Employed 30+ hours per week</b>	<b>35%</b>
<b>Have children at home</b>	<b>28%</b>
<b>Need developmental/remedial courses</b>	<b>63%</b>

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# Issues Students Say Are Likely or Very Likely to Cause Them to Withdraw from College

## Maryland Community Colleges

<b>Transfer to four-year college</b>	<b>52%</b>
<b>Lack of finances</b>	<b>46%</b>
<b>Employed full-time</b>	<b>37%</b>
<b>Caring for dependents</b>	<b>26%</b>
<b>Academically unprepared for college</b>	<b>20%</b>

**SOURCE: Community College Survey of Student Engagement, 2010**

**Community College Survey of Student Engagement**

# **“Competing Explanations of Undergraduate Noncompletion” (Attewell, Heil, and Reisel)**

**Nontraditional status—delaying entry to college, starting college part-time, and having dependents...is the second strongest correlate of noncompletion in community colleges.**

## **“Competing Explanations of Undergraduate Noncompletion” (Attewell, Heil, and Reisel)**

**For students who enter two-year colleges, financial aid is the single strongest predictor of graduation. By contrast, amount of aid has significantly smaller impacts on students who start at four-year colleges...**

**...variations in amounts of aid received, even in this “low aid” and “low cost” sector, are associated with substantial differences in graduation rates.**

# **“Competing Explanations of Undergraduate Noncompletion” (Attewell, Heil, and Reisel)**

## **Conclusion:**

**Interventions targeted toward preventing delayed entry to college, increasing part-timers’ level of enrollment, boosting financial aid in community colleges, and reducing students’ work hours appear to have the greatest potential for improving completion rates.**

# Completion Rates in Context

**How do community college transfers compare to native University freshmen in bachelor's degree attainment rates?**

# **University System of Maryland**

## **Native Freshmen vs. MD CC Transfers**

### **Bachelor's Degree Attainment**

**6 Years after entry as New Freshmen  
in Fall 2003**

**4 Years after Transfer from Maryland  
community college in Fall 2005**

**University System of Maryland**

# USM Bachelor's Attainment Rates

## Native Freshmen 6 Year and Transfers 4 Year

MD CC Transfers  
Fall 2005

49

USM Freshmen  
Fall 2003

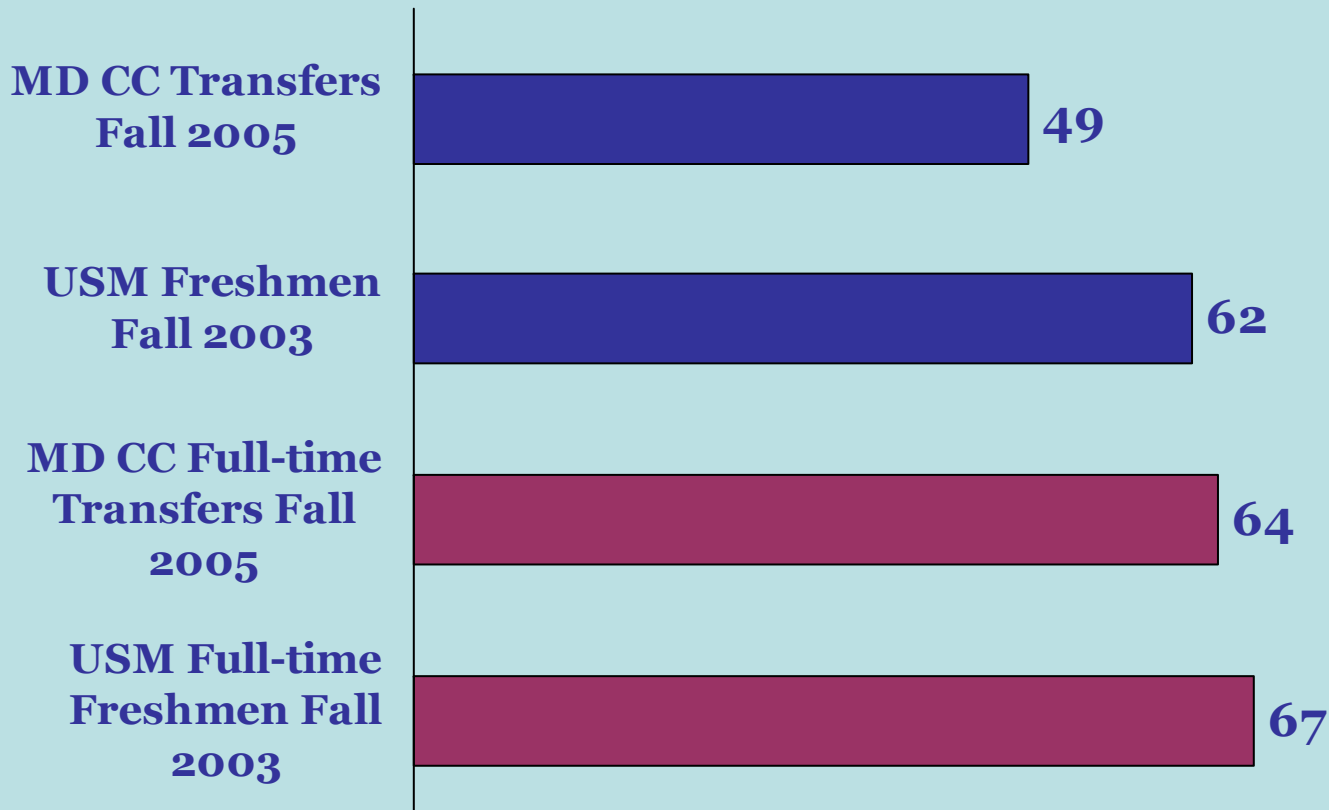
62

(Bachelor's Degrees Earned through FY2009)

University System of Maryland

# USM Bachelor's Attainment Rates

## Native Freshmen 6 Year and Transfers 4 Year



(Bachelor's Degrees Earned through FY2009)

University System of Maryland

**“Comparing the Educational Attainment of Community College Transfer Students and Four-year College Rising Juniors” (Melguizo, Kienzl, Alfonso)**

**“There were no statistical differences in terms of educational attainment between transfer and rising junior students. Community college transfer students earn equivalent numbers of non-remedial credits and attain baccalaureate degrees at similar rates to four-year rising juniors.”**

# Looking Ahead

**Two evolving national efforts:**

**Voluntary participation**

**Changes to IPEDS**

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# Voluntary Framework of Accountability

## American Association of Community Colleges



Developed for community colleges, by community colleges, the VFA is an initiative of AACCC, funded by the Lumina and Gates Foundations, that has defined measures and metrics to gauge the effectiveness of community colleges in meeting their stated missions.

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# Voluntary Framework of Accountability

## American Association of Community Colleges

### Strengths



### Weaknesses

- Developed by community colleges
- AACC sponsorship
- Includes workforce, business and economic development measures
- Will provide web-based, peer analysis tool

- *Voluntary*
- Will it gain sufficient participation to make peer tool valuable?
- Is it too late? Has CCA's state strategy succeeded?
- Will changes to IPEDS diffuse VFA momentum?

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# **Hopeful Signs at Federal Level**

## **Committee on Measures of Student Success**

- Authorized by Higher Education Act of 2008**
- To advise Secretary of Education by April 2012 on completion rates for 2-year colleges**
- Assumption is recommendations, if adopted, would be incorporated into IPEDS—ensuring national data collection and reporting**

# **Hopeful Signs at Federal Level**

## **Committee on Measures of Student Success**

**Report issued November 15, 2011:**

- “Add a part-time cohort to IPEDS”**
- “Clarify the definition of degree-seeking... based on students’ course-taking patterns”**
- “Identify students who were not college ready”**
- “Account for students still enrolled or who transferred to another two-year institution”**

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# **Hopeful Signs at Federal Level**

## **Committee on Measures of Student Success**

- “Earning an award and transferring to a four-year institution are both equally desired outcomes. A combined, unduplicated “graduation and transfer rate” would present a more complete picture of successful outcomes for two-year institutions.”**

# Takeaways: Measuring Degree Progress

- **Enrollment in a community college degree program does not indicate a student is seeking the Associate degree**
- **Identification of degree-seekers should be based on an hours-attempted threshold**
- **Most community college students who start full-time subsequently attend part-time**
- **Transfers must be tracked across state lines**

# Takeaways: Measuring Degree Progress

- **Completion rates for community colleges should include transfer to 4-year colleges**
- **Completion rates are similar at 2-year and 4-year institutions when you account for admission policies & student demographics**
- **Differences in completion rates reflect differences in academic preparation, ability to consistently attend full-time, and life circumstances of the student populations**

# Takeaways: Improving Completion Rates

- **Reduce the time it takes to earn a degree**
- **Reform developmental education so students earn—as quickly as possible—college credits that count**
- **Restructure programs to fit busy lives**
- **Encourage and support full-time attendance, where appropriate**
- **Provide more financial aid to community college students**

# MACC Summit on Completion

## *The Maryland Model of Community College Student Degree Progress*

### Completion Rates in Context

**Craig A. Clagett**  
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**December 9, 2011**