

Student Degree Progress and Success

Executive Summary

The Degree Progress and Success Analysis is a model for analyzing and reporting the progress toward degree completion of community college students incorporating developmental education needs and completion, interim measures of success, and transfer to other institutions including private and out-of-state institutions.

The Degree Progress Analysis was developed by the Maryland Community College Accountability Work Team during 2005 in response to a charge from the statewide community college presidents' group (Maryland Council of Community College Chief Executive Officers). The presidents appointed the Work Team with an initial charge to "Create a value-added statewide assessment model incorporating developmental studies, graduation, transfer, and job placement." The Degree Progress Analysis addresses the first three outcomes measures contained in this charge. The Maryland Model for Degree Progress was subsequently adapted for Lane Community College students.

The 'Degree Progress and Success' analysis studied entering Lane students from four fall terms: F00, F01, F02 and F03. There was an average of 2,847 first-time students entering Lane fall term. Of those first-time Lane students, an average of 649 (23%) had attempted at least 27 credits in the two years following their first term and therefore were included in the cohort for analysis.

Each student was assigned to one of three groups: 1) degree-ready, 2) not degree-ready, developmental completers and 3) not degree-ready, non-developmental completers. The three groups were mutually exclusive and together make up each fall term student cohort.

Group 1: Of an average of 649 fall term cohort students, 24% were identified as degree-ready because their math placement test placed these students into the math course required for their self-declared program.

Group 2: An average of 29% of the cohort students were identified as not degree-ready, but developmental completers. The math placement tests for these students placed them into a math course that was lower than the math course required for their self-declared program. After four years from initial enrollment, these students had completed the necessary developmental math courses that would enable them to enroll in the math course that was required for their program.

Group 3: An average of 47% of the cohort students were identified as not degree-ready, non-developmental completers. The math placement tests for these students also placed them into a math course that was lower than the math course required for their self-declared program. After four years from initial enrollment, these students had *not* completed the necessary developmental math courses that would enable them to enroll in the math course that was required for their program.

Measures were then applied to each of the groups separately and all three groups together. All measures were analyzed at the end of four years from initial enrollment. Measures included graduation, transfer, if no award or no transfer – earned 45 credits with a GPA of at least 2.0, and if none of the above – persistence (still enrolled at the end of four years after initial enrollment).

Graduation/Transfer: Close to one-half (48%) of the F03 Group 1 degree-ready cohort either graduated from Lane or transferred within four years of initial enrollment compared to nearly two-thirds (63%) of the Group 2 cohort (non degree-ready, developmental completers) who either graduated from Lane or transferred within four years. Less than one-third (30%) of the Group 3 cohort (non degree-ready, non-developmental completers) graduated from Lane or transferred within four years.

If no award or transfer – earned 45 credit with a GPA of 2.0+: Close to one-third (32%) of the F03 Group 1 degree-ready cohort who had NOT earned an award or who had NOT transferred HAD earned 45 credits with a GPA of at least 2.0 within four years of initial enrollment compared to one-quarter (26%) of the Group 2 cohort (non degree-ready, developmental completers). Over one-third (37%) of the Group 3 cohort (non degree-ready, non-developmental completers) had earned 45 credits with a GPA of at least 2.0 within four years of initial enrollment.

Of the Remaining – Persistence at the End of Four Years: About one percent (1%) of each of the three groups in the F03 cohort who had not graduated, had not transferred and had not earned at least 45 credits with a GPA of at least 2.0 WERE still enrolled at the end of four years after initial enrollment.

Not Successful or Persisting: Overall, the percentage of the F03 cohort students not included in any of the above successful/persisting measures was 22%. Eighteen percent (18%) of Group 1 degree-ready students were not successful or persisting compared to seven percent (7%) of Group 2 non-degree ready, developmental completers who were not successful or persisting. Thirty-five percent (35%) of Group 3 non-degree ready, non-developmental completers were not successful or persisting.