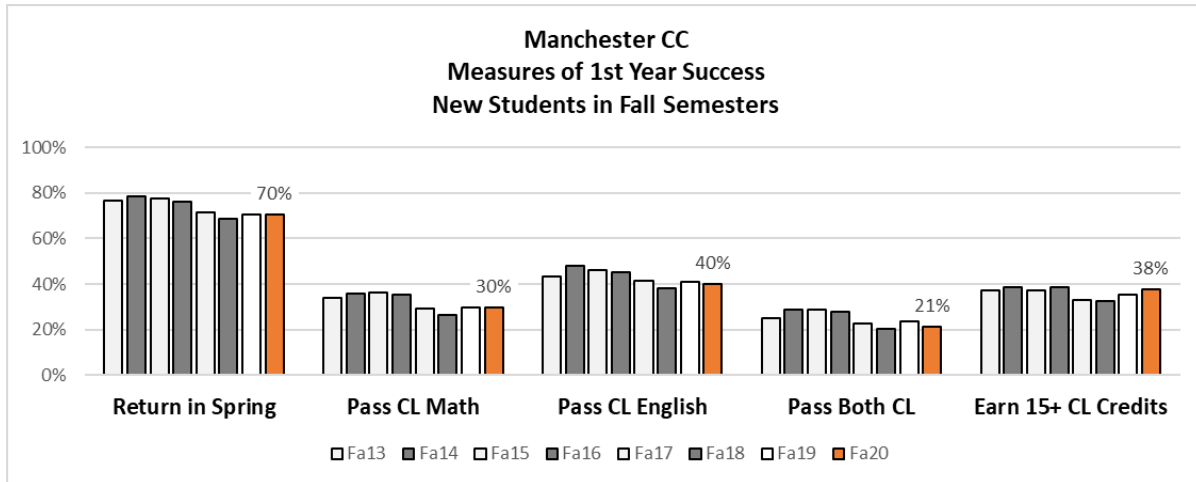


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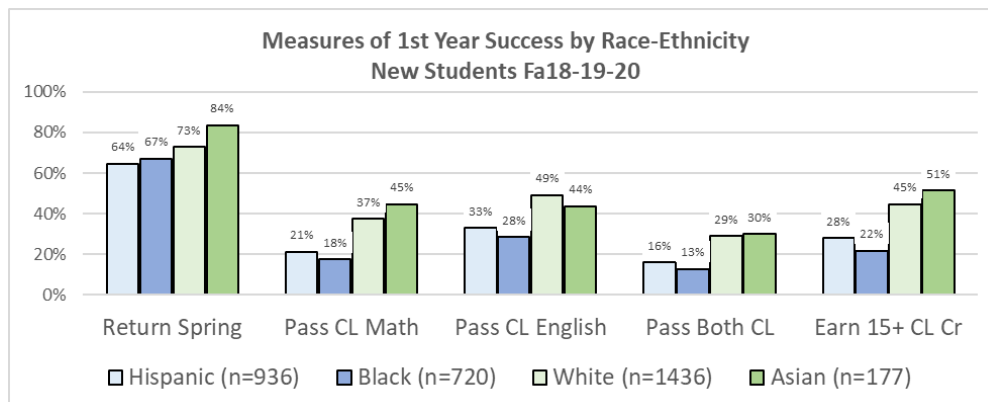
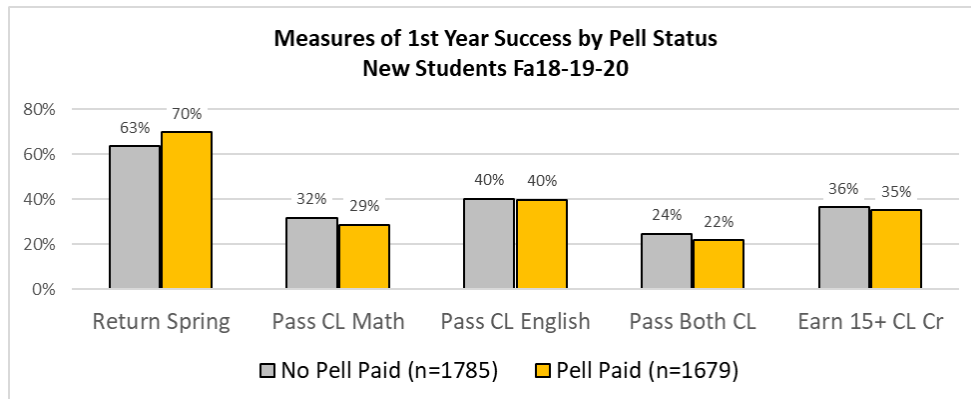
MCC evaluates student success with several metrics, including key performance indicators (KPIs) of first year success, course pass rates, retention rates, graduation rates, and completions.

Measures of First Year Success

Measures of first year success of new students are captured in our Guided Pathways KPIs. The two most recent cohorts, both impacted by the pandemic, generally earned higher rates on these KPIs than the Fa18 cohort and reversed decreasing trends.



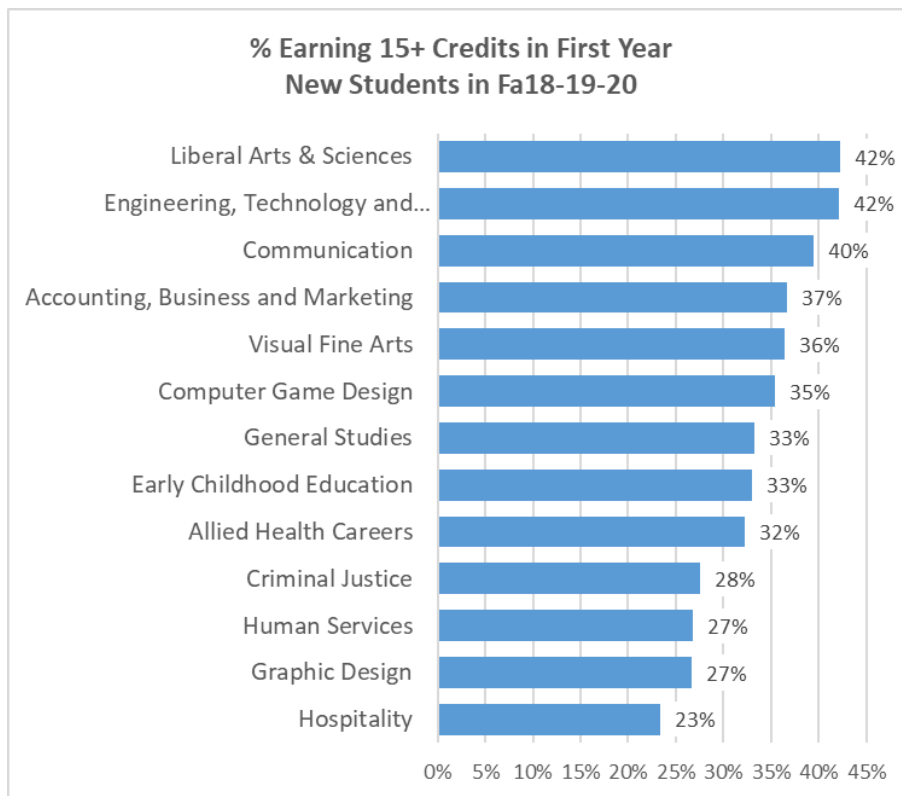
Student demographics are a powerful predictor of student success. Achievement gaps among student groups may reflect structural inequalities that are often the result of historic and systemic social injustices. Students from families with higher socioeconomic status were slightly more successful achieving these gateway and momentum milestones – as shown below with Pell eligibility. Students who self-identify as Hispanic or Black were less successful achieving these milestones than students who identified as White or Asian.



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The table and chart below show the three-year total of several KPIs by program group.

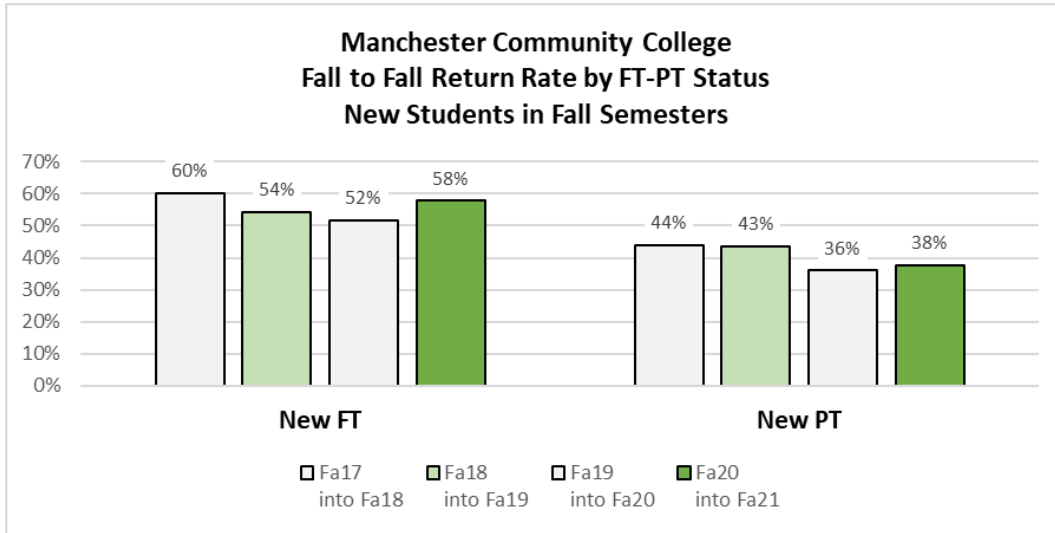
Measures of First Year Success						
New Students in Fa18-19-20						
<u>ProgGroup</u>	<u>Count of</u> <u>Students</u>	<u>Return</u> <u>Spring</u>	<u>Pass</u> <u>CL Math</u>	<u>Pass</u> <u>CL English</u>	<u>Pass</u> <u>Both CL</u>	<u>Earn</u> <u>15+ CL Cr</u>
Accounting, Business and Marketing	448	66%	31%	43%	24%	37%
Allied Health Careers	310	68%	26%	35%	19%	32%
Communication	81	72%	25%	37%	19%	40%
Computer Game Design	82	71%	23%	43%	20%	35%
Criminal Justice	283	65%	19%	29%	15%	28%
Early Childhood Education	85	71%	18%	33%	12%	33%
Engineering, Technology and Computer Science	373	77%	45%	45%	34%	42%
General Studies	659	69%	29%	40%	23%	33%
Graphic Design	60	65%	25%	33%	17%	27%
Hospitality	107	58%	13%	21%	7%	23%
Human Services	138	72%	13%	34%	8%	27%
Liberal Arts & Sciences	201	74%	43%	55%	36%	42%
Visual Fine Arts	88	73%	16%	39%	15%	36%
Grand Total	2915	69%	29%	39%	22%	34%



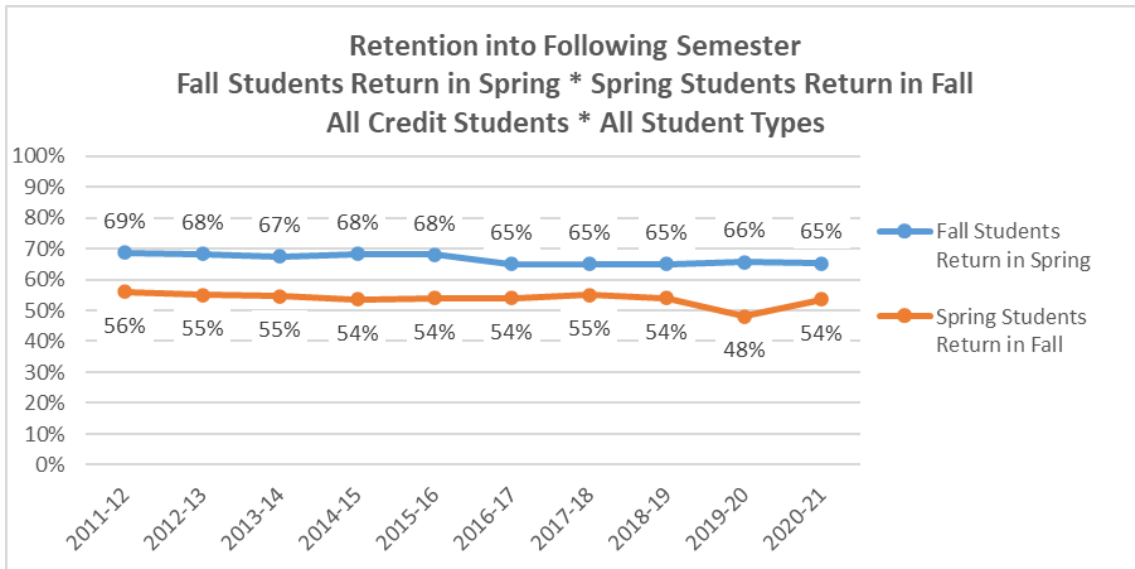
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Retention and Persistence

IPEDS retention rates are based on cohorts of new first time in college full time degree seeking students. The chart below shows this group on the left side of the chart, and for comparison the part time students on the right. The fall to fall retention rate for full time students from the Fa20 cohort was higher than the previous two cohorts.



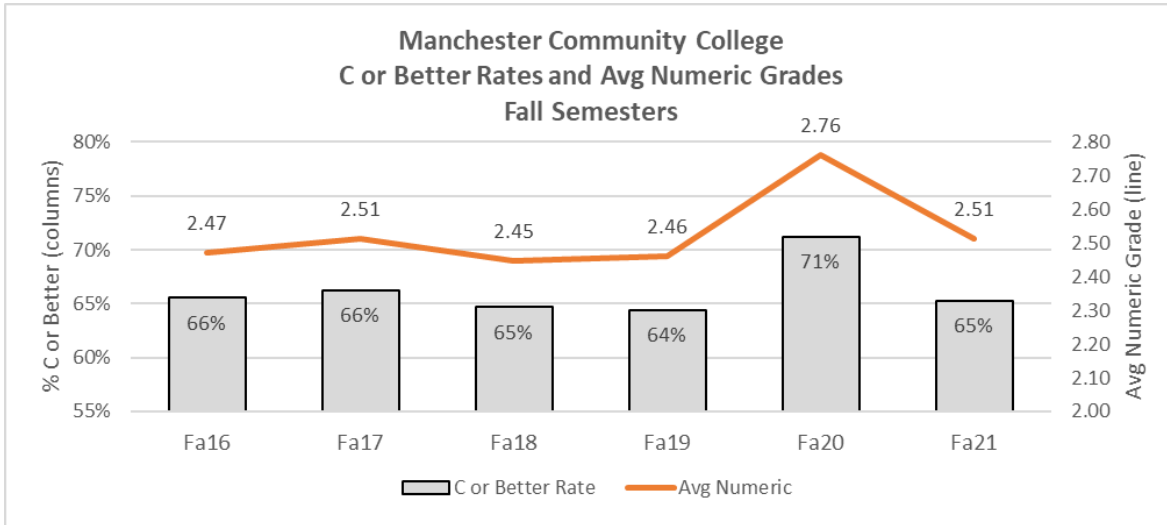
Persistence rates have been remarkably consistent over the past ten years. About one-third of the fall students enroll in the spring semester, and about 55% of spring students enroll in the following fall. Spring 20 students were a notable exception, with fewer returning in Fall 20 compared to other years.



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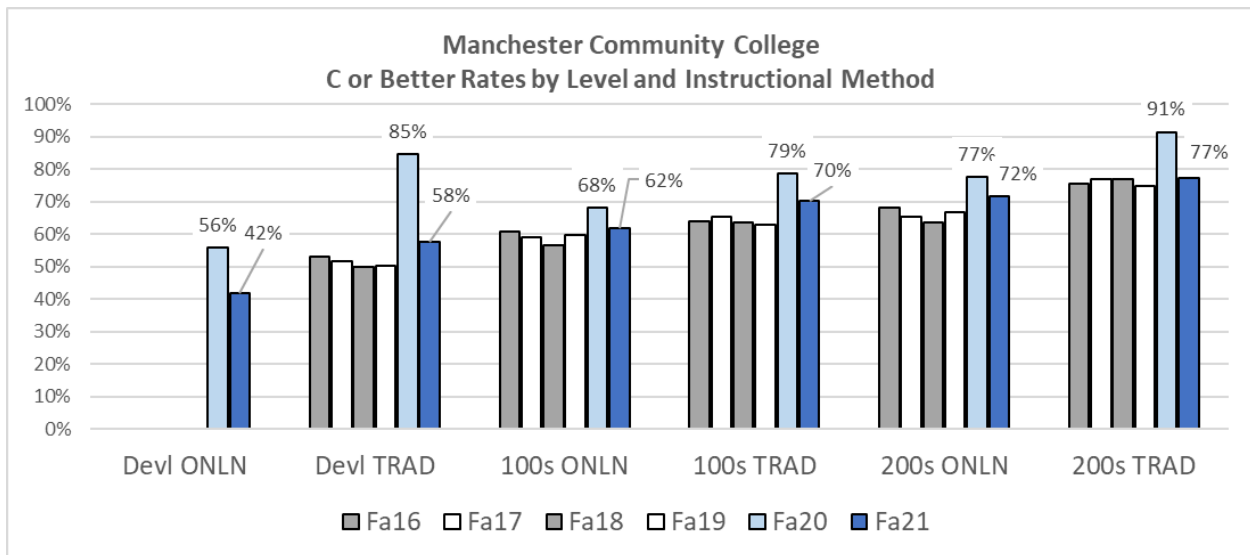
Pass Rates

C or Better rates have averaged 66% over the past five fall semesters. There was a notable increase in this rate in the Fa20 semester, but the preliminary Fa21 C or better rate returned to levels more similar to prior fall semesters. The average of all numeric grades has been about 2.5, with a notable increase in Fa20.



C or Better rates by level and instructional method show interesting variations. These rates may be impacted by the mix of classes offered at each level and instructional method in a given semester. The chart below presents ONLN and LRON together under the ONLN label.

- In developmental classes, the Fa20 bump was more exaggerated than at other levels, particularly for traditional on-ground classes. Further, pass rates are notably higher in traditional vs. online classes.
- 200 level classes have higher pass rates than developmental or 100 level classes.
- At all three levels the traditional classes have higher pass rates than the online classes.

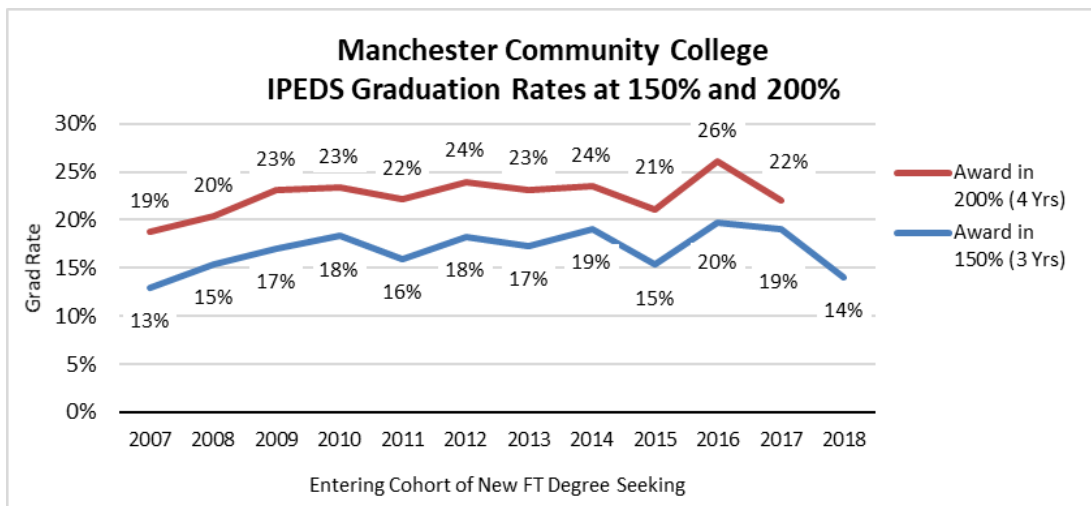
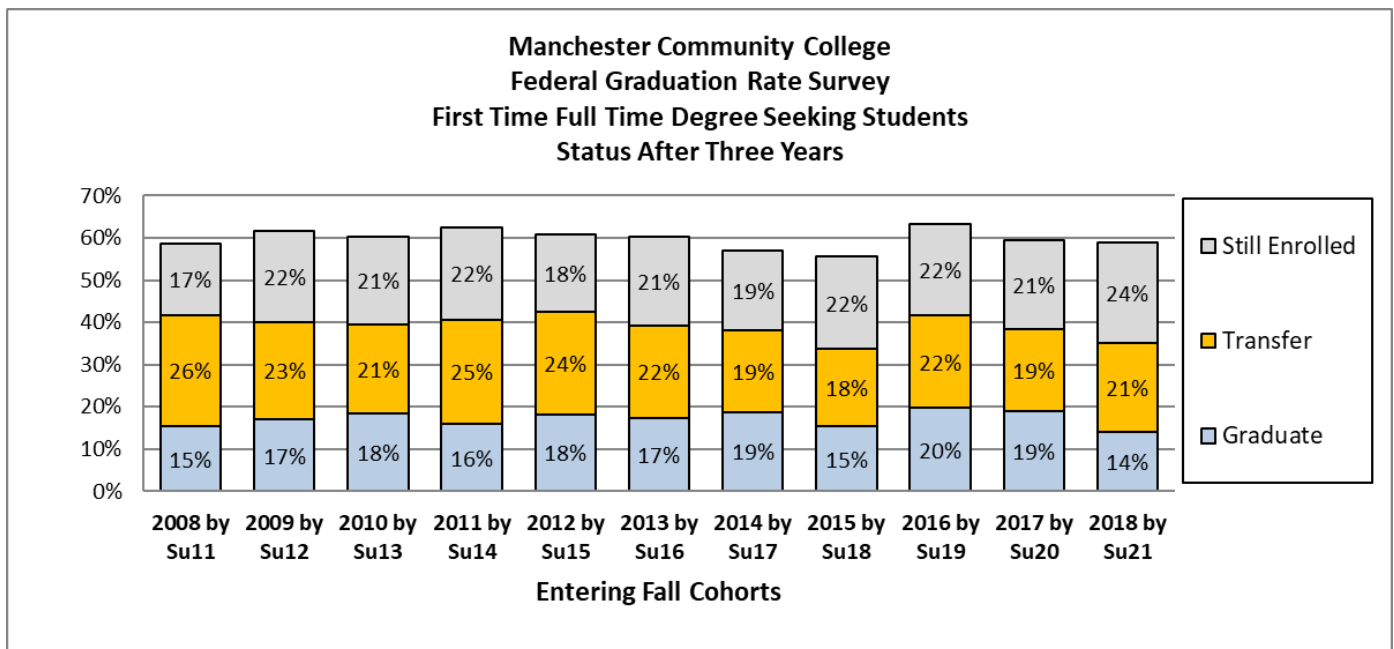


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Graduation Rates

Federal graduation and retention rates are calculated by following cohorts of “first time, full time, degree seeking freshmen.” The graduation rates below reflect the number that have earned an award after “150%” of normal time, or three years for Associate degree seeking students.

Community Colleges complement graduation rates by measuring how many students in these cohorts, after three years, had transferred to another higher education institution, or were still enrolled at their starting institution. The 2016 cohort was the first MCC cohort to achieve a graduation rate of 20%, and the 2017 cohort was close behind with a 19% rate. However, the 2018 cohort was likely impacted by the pandemic and posted lower success rates than prior cohorts. Among students in the 2018 cohort who had not earned an MCC degree, 21% had transferred and 24% were still enrolled at MCC. Adding a fourth year to the time period (200%) increased the Fa17 cohort’s graduation rate from 19% at 3 years, to 22% after four years.



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Completions

In Su20-Fa20 and Sp21 MaCC awarded 600 Associate degrees, 108 certificates, and 364 non-credit certificates. While the number of credit awards has decreased over time, there is an increase in the number of awards per FTE students.

