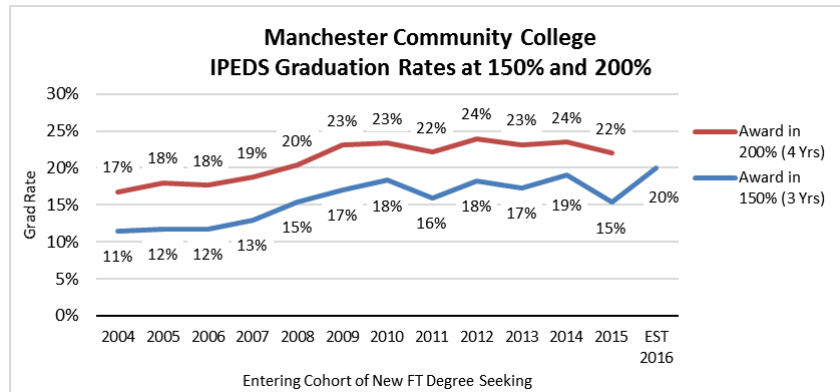
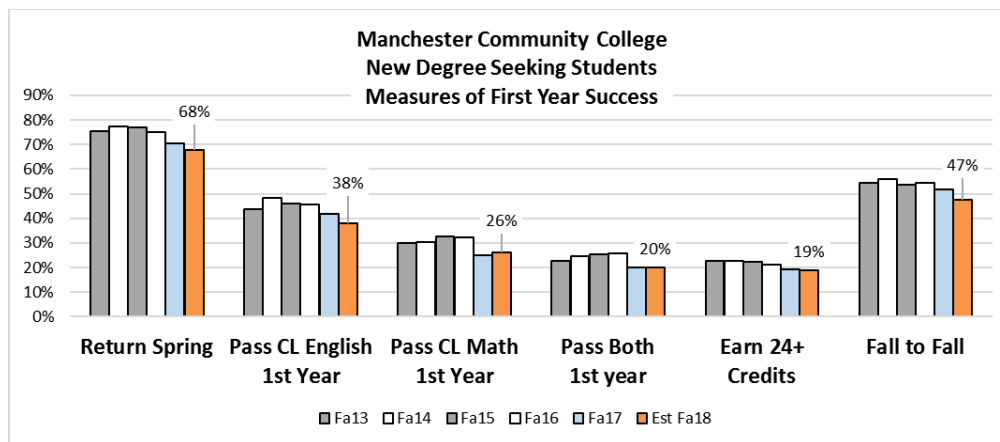


## Manchester Community College Student Success Update Opening Day Fall 2019

MCC evaluates student success with several metrics, including graduation rates, retention rates, and several key performance indicators (KPIs) of first year success. MCC's 2016 entering cohort is likely to post the highest IPEDS graduation rate in our college's history, with 20% of those first time full time degree seeking freshmen earning an award within 150% of normal time, usually three years for an Associate's degree.



There is a new focus on measures of first year success of new students, captured in our Guided Pathways KPIs. Several of these KPIs show decreasing rates of student success at MCC over the past five years.

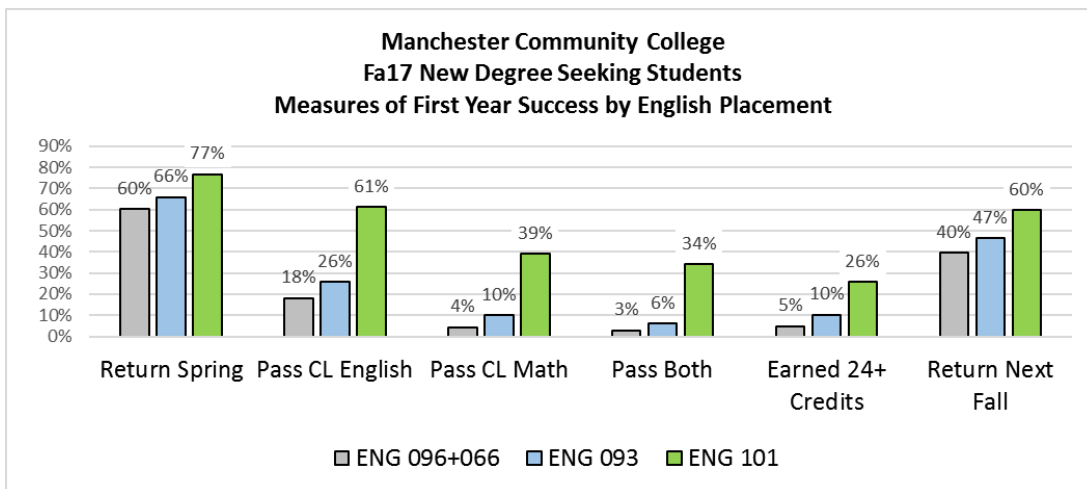
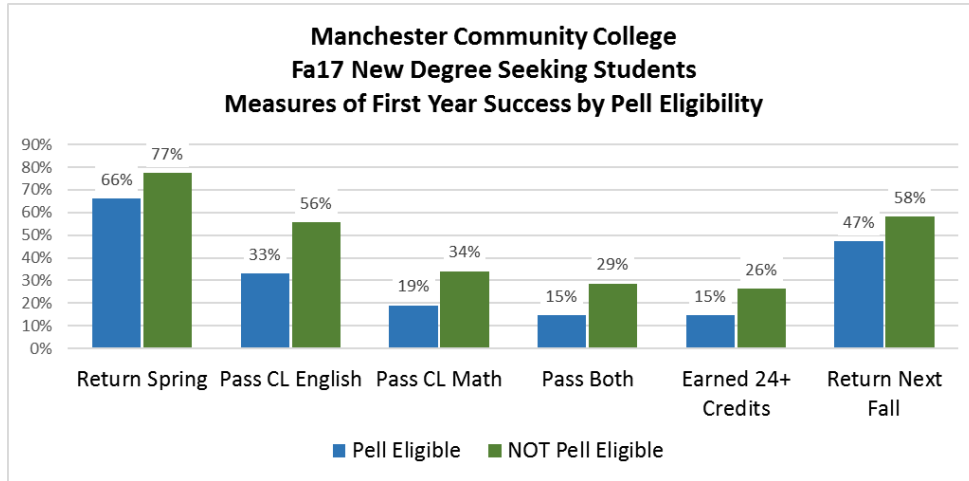


The table below shows the five year total of several KPIs by program group.

Manchester Community College						
ProgGroup	Fall to Spring	Pass CL English	Pass CL Math	Pass Both	Earn 24 Credits	Fall to Fall
Grand Total (n=7459)	73%	43%	29%	22%	20%	52%
Accounting, Business and Paralegal (n=733)	74%	44%	29%	22%	23%	55%
Allied Health Careers (n=133)	67%	43%	20%	17%	22%	48%
Communication (n=164)	77%	49%	24%	23%	24%	60%
Criminal Justice (n=556)	72%	37%	22%	17%	20%	50%
Early Childhood Education (n=195)	82%	53%	29%	23%	27%	58%
Engineering, Technology and Computer Science (n=643)	80%	48%	44%	33%	24%	58%
General Studies (n=2049)	73%	44%	30%	23%	19%	52%
Graphic Design and Computer Game Design (n=270)	79%	40%	21%	16%	18%	60%
Hospitality (n=280)	76%	38%	16%	11%	16%	50%
Information Management and Technology (n=64)	69%	44%	27%	25%	17%	52%
Liberal Arts & Sciences (n=867)	80%	57%	43%	36%	29%	58%
Music Studies (n=111)	69%	38%	22%	16%	17%	42%
Social Service (n=203)	73%	33%	18%	12%	15%	51%
Visual Fine Arts (n=153)	80%	45%	25%	20%	20%	58%

# Manchester Community College Student Success Update Opening Day Fall 2019

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 socio-economic status are more likely to achieve these gateway and momentum milestones – as shown below with Pell eligibility and college readiness.



Many students do not realize any success in their first college semester and leave without earning any academic credits. This is particularly true of students of color, those who are Pell eligible, and students who start in developmental classes.

