



The Achievement Gap Challenges and Opportunities



Professional Day

April 3, 2014

Institutional Research and Planning



National and Statewide Imperatives

“Chronic achievement gaps exist among students of different ethnicities and economic status:

- Across nearly all indicators of educational success-with little movement in the past five years.
- Closing the gaps is not only the right thing to do, but it is also one of the most powerful strategies to propel Massachusetts to national leadership in all educational outcomes.”

WITHIN OUR SIGHTS - The Vision Project, October 2013



Understanding the Gap

- What is the achievement gap at MCC?
- What is the achievement gap when disaggregated by various factors or subgroups?
- Are we narrowing the achievement gap?



Data Analyzed-FTFT Success Rates

- Standardized Cohort with the opportunity to analyze in subgroups
- Provides a standard amount of time to evaluate student success
- Includes graduation and transfer out
- Predominately traditional-age students with high likelihood of success
 - Cohort is 14% of total student population
 - 1,396 Students



FTFT Indicators and Subgroups

- Retention Rates
- Three-Graduation Rates
- Transfer-out (within three years prior to graduation)
 - community college versus senior institution
 - GPA at transfer

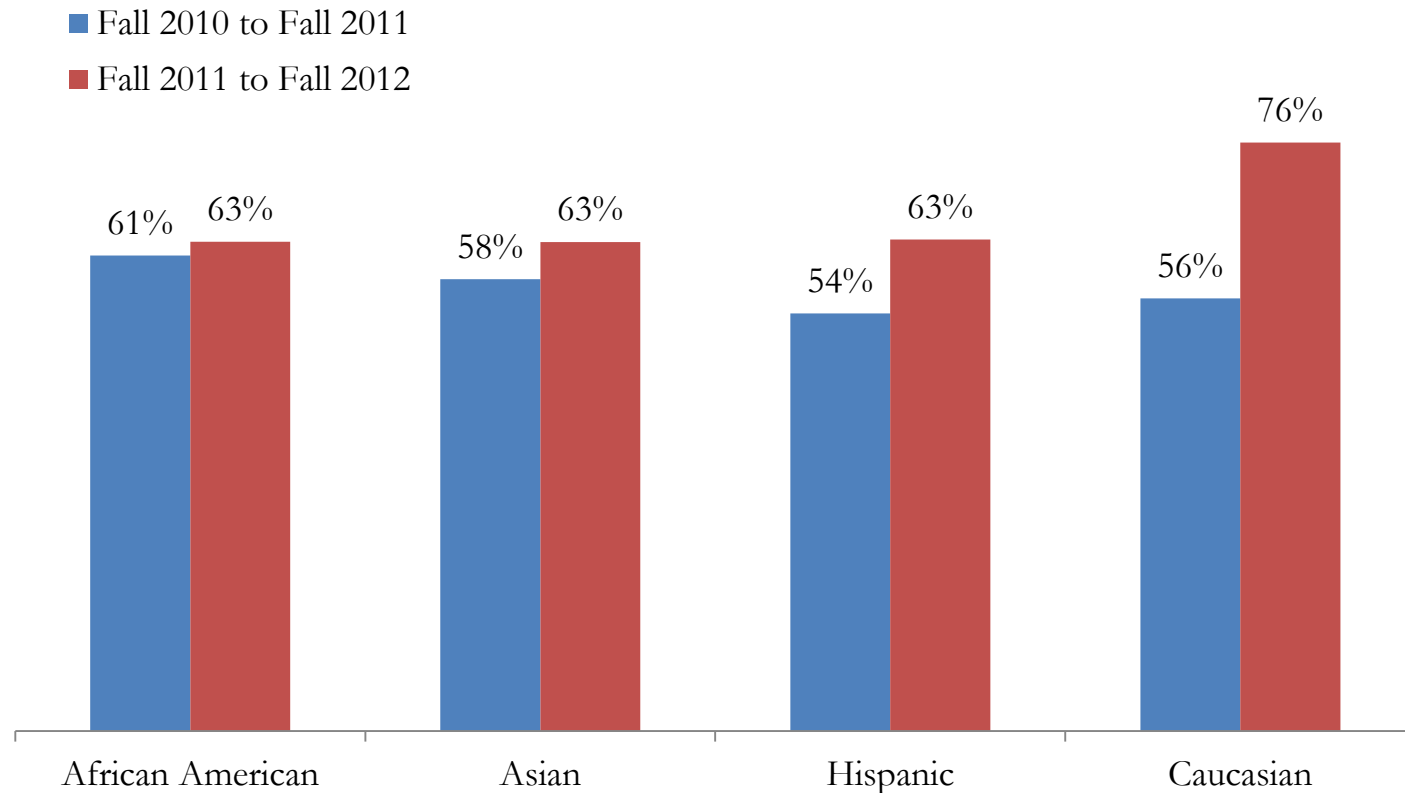
Subgroups

- Race/Ethnicity
- Gender
- Income level (Pell-Eligibility)



Narrowing the Gap in FTFT Retention Rate

- Retention rates are increasing for all groups.

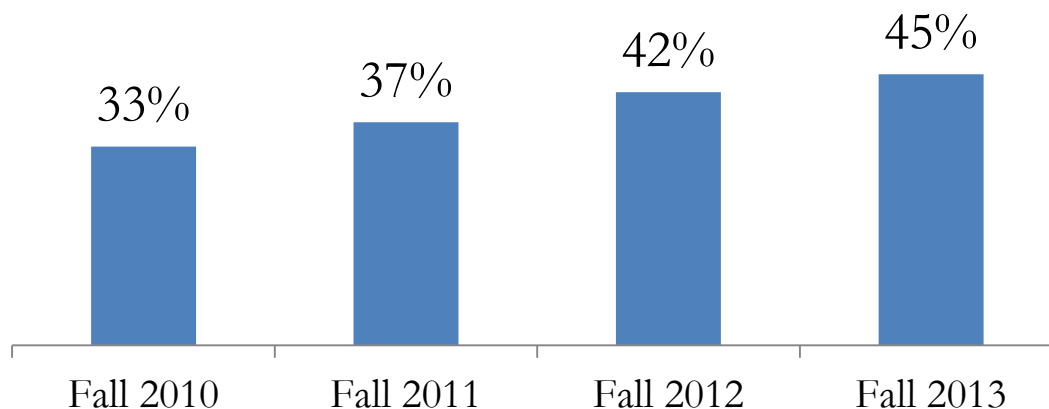


Income Status of MCC Students

- FTFT Pell-Eligibility degree-seeking students

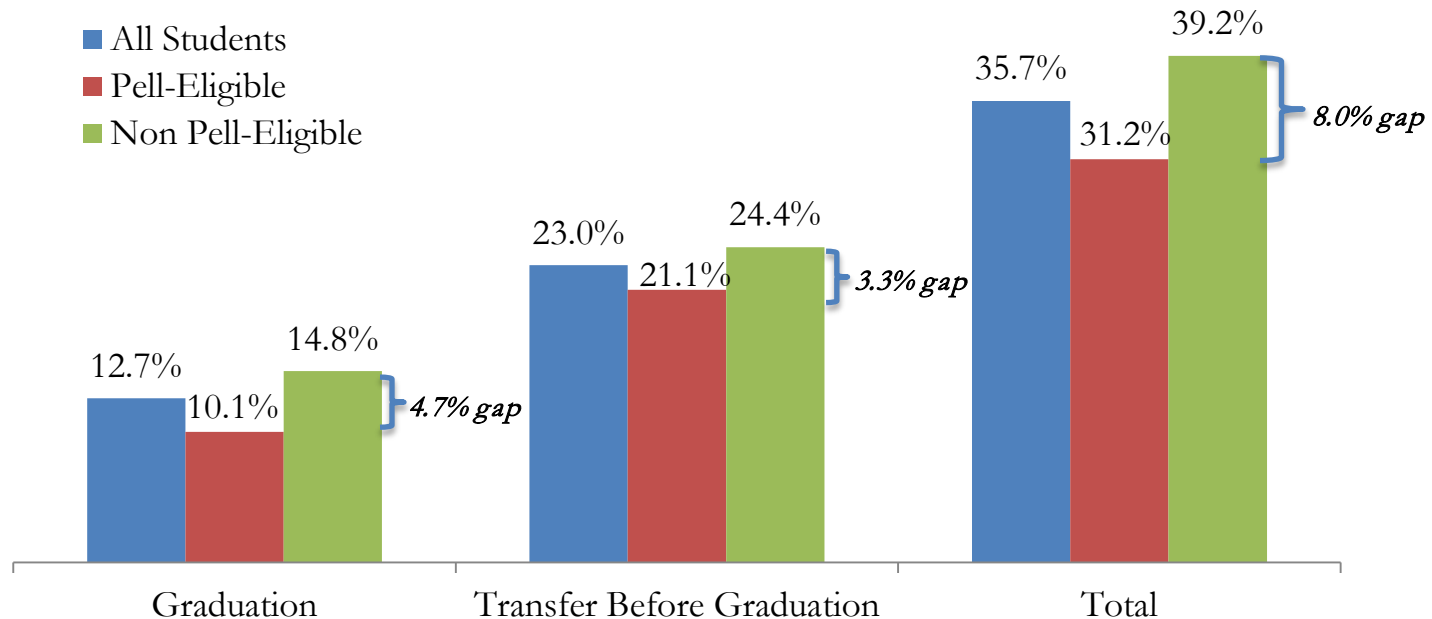
	Fall 2010 Cohort	Fall 2013 Cohort
• Caucasian	30%	31%
• Hispanic	78%	81%
• Asian	71%	75%
• African American	67%	80%

- FTFT Pell-Eligibility increased from 33% to 45% since Fall 2010.



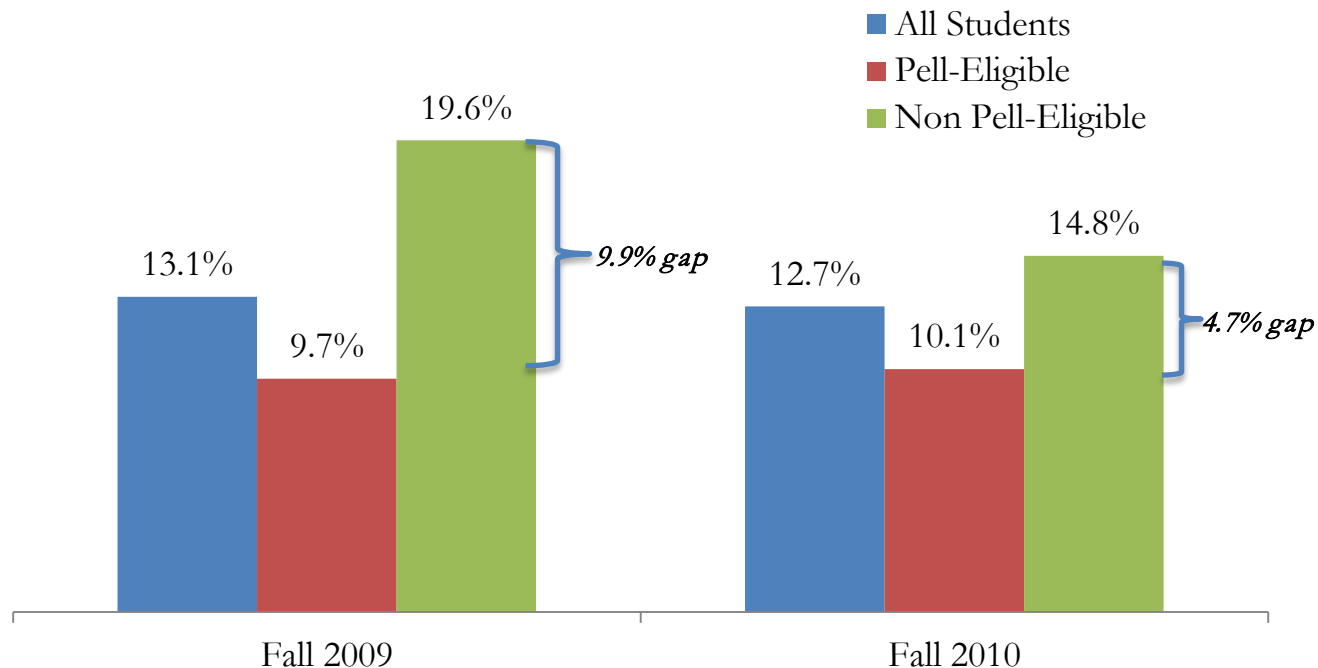
FTFT Fall 2010 Cohort: Success Rates by Income

- Within three years of enrollment, students who are Pell-Eligible are less likely to graduate or transfer to another institution than those who are not.



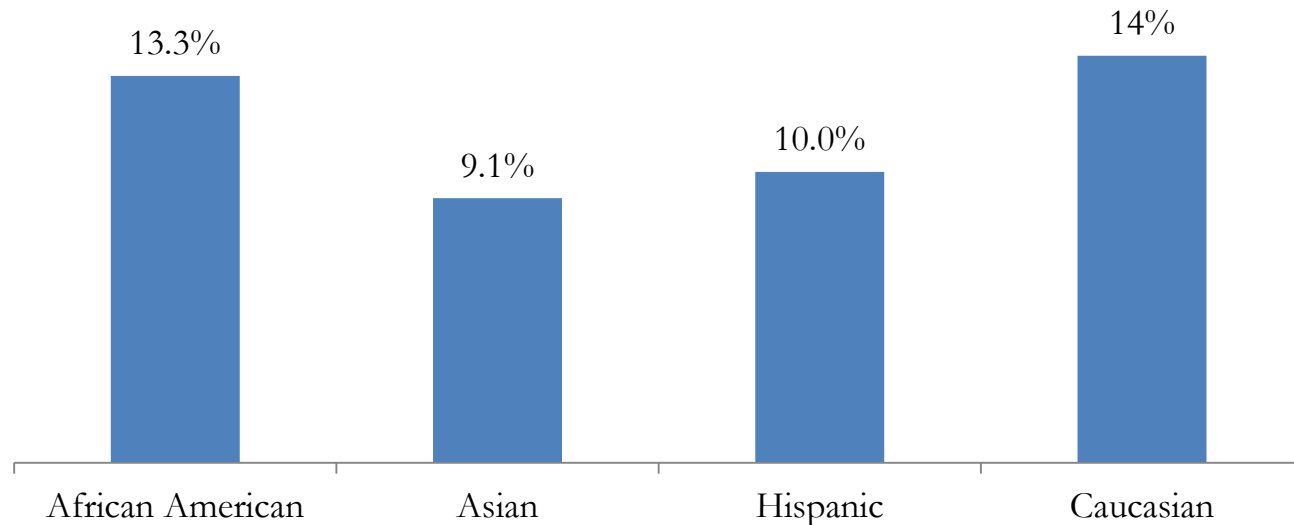
Three-Year Graduation Rates by Pell-Eligibility

- While comparing to the previous cohort with Pell-Eligibility as the primary variable, the achievement gap is narrowing: the gap was 5% for the Fall 2010 cohort, compared to 10% for the Fall 2009 Cohort.



Three-Year Graduation Rate by Ethnic Groups

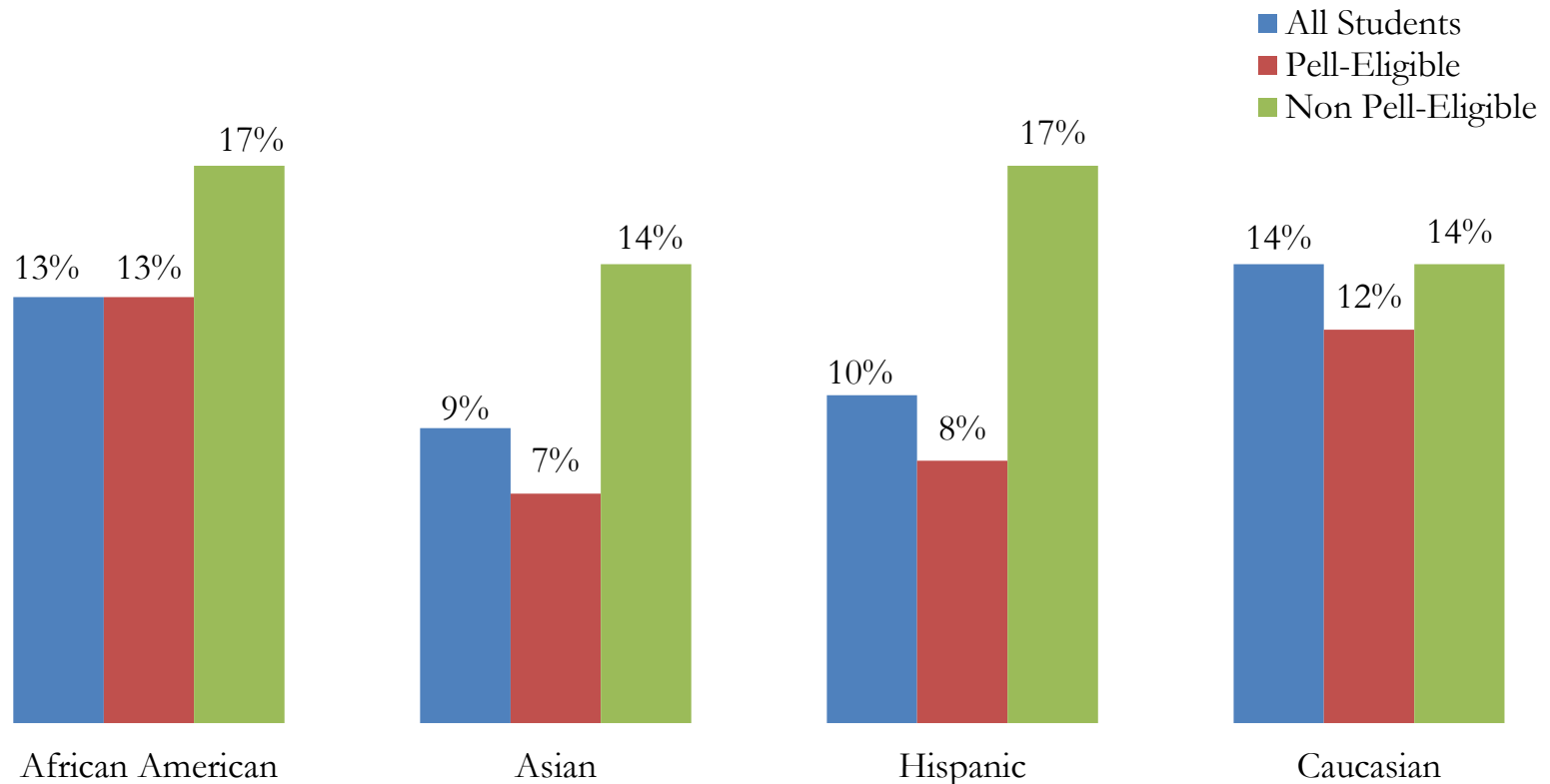
- The three-year graduation rate for the Fall 2010 Cohort is 12.7%, with African American students completed at 13.3%, representing a higher achievement level than the other ethnic groups with the exception of Caucasian students.





Three-Year Graduation Rate by Ethnicity and Income

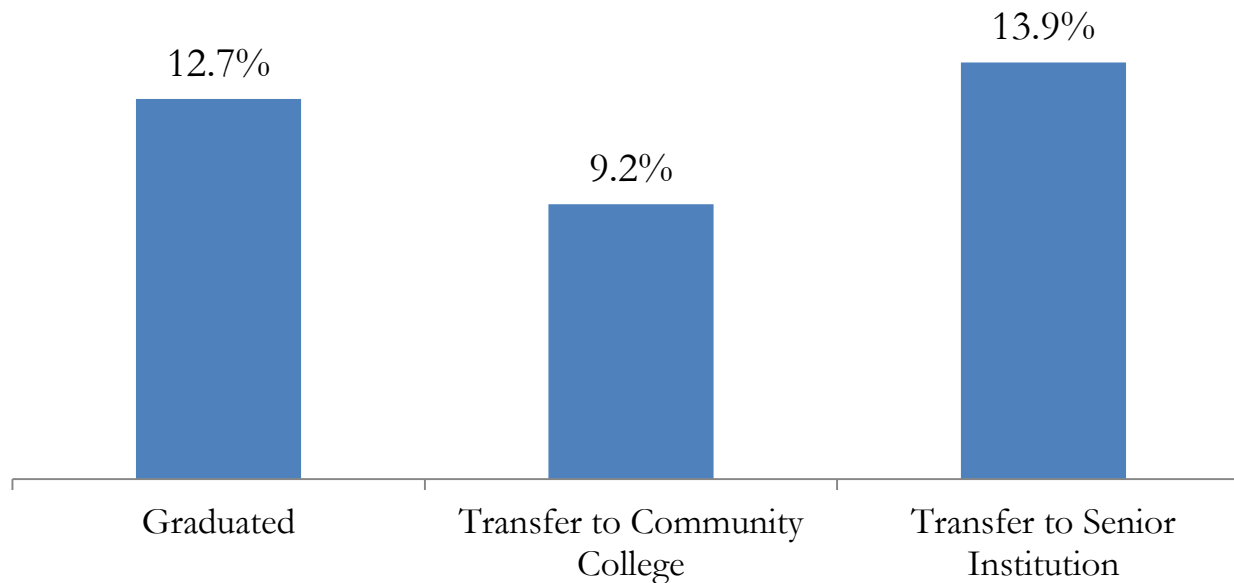
- In all ethnic categories, students who are Pell-Eligible have lower three-year graduation rates than students who are not.





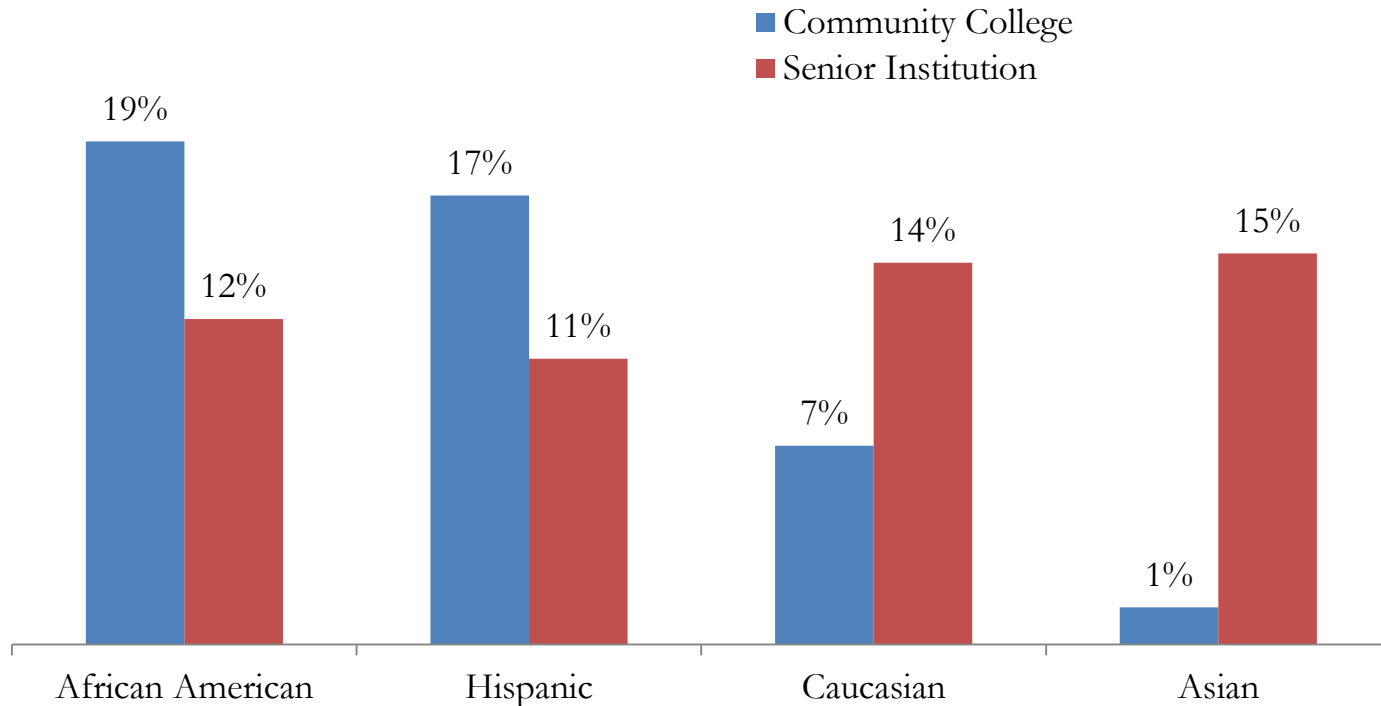
FTFT Graduation and Transfer Rates

- MCC has reported high transfer-out (before graduation) rates as indicated by the 23.1% compared to the 12.7% graduation rate. Historically, more students transfer before graduation.



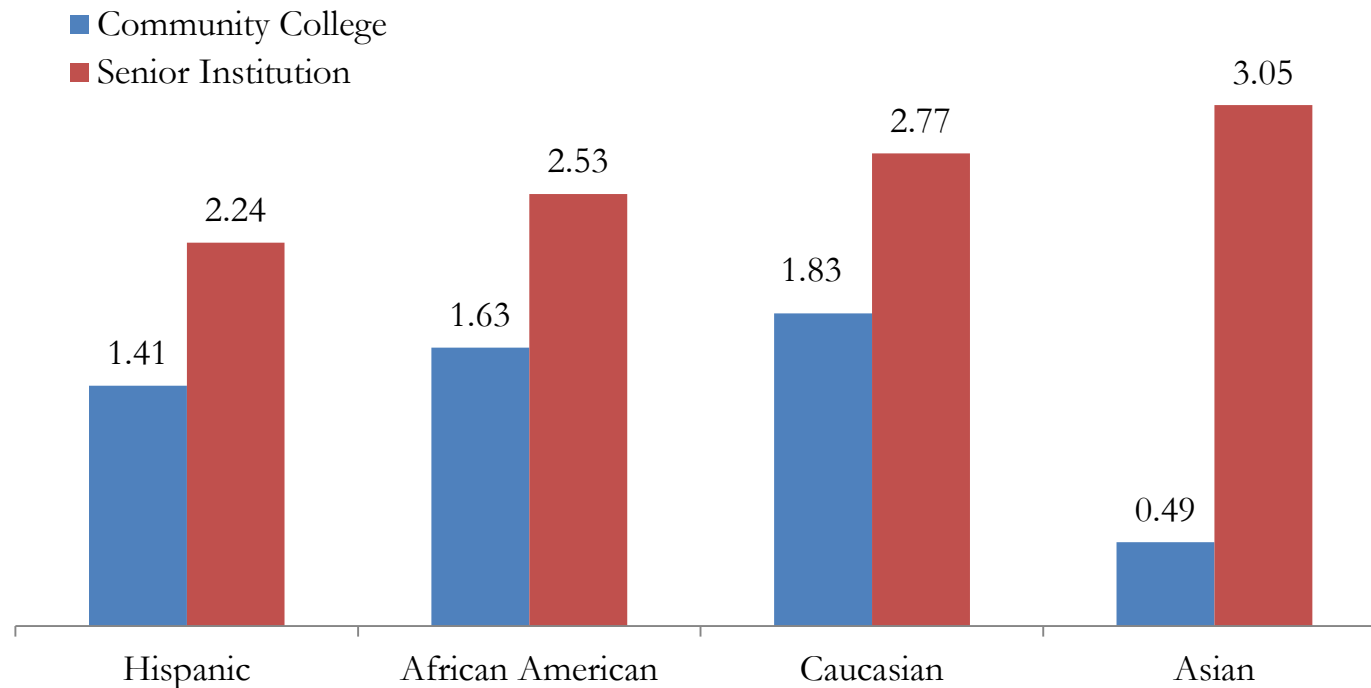
Fall 2010 Cohort Transfer Type

- Asian and Caucasian students are more likely to transfer to senior institutions, while Hispanic and African American students are more likely to transfer to other community colleges.



Fall 2010 Cohort: GPA at Transfer

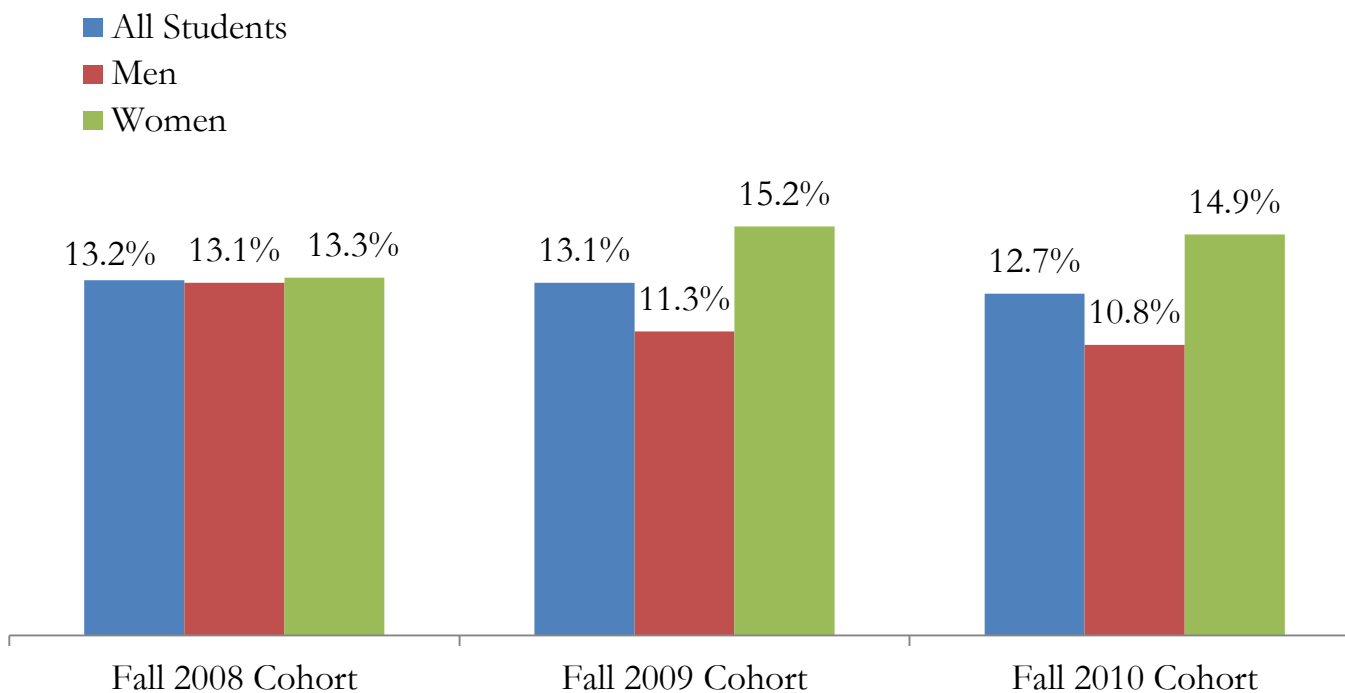
- The average GPA for students transferring to a community college was 1.64, compared to 2.65 for a senior institution. A difference is visible in all groups.





Three-Year Graduation Rates by Gender

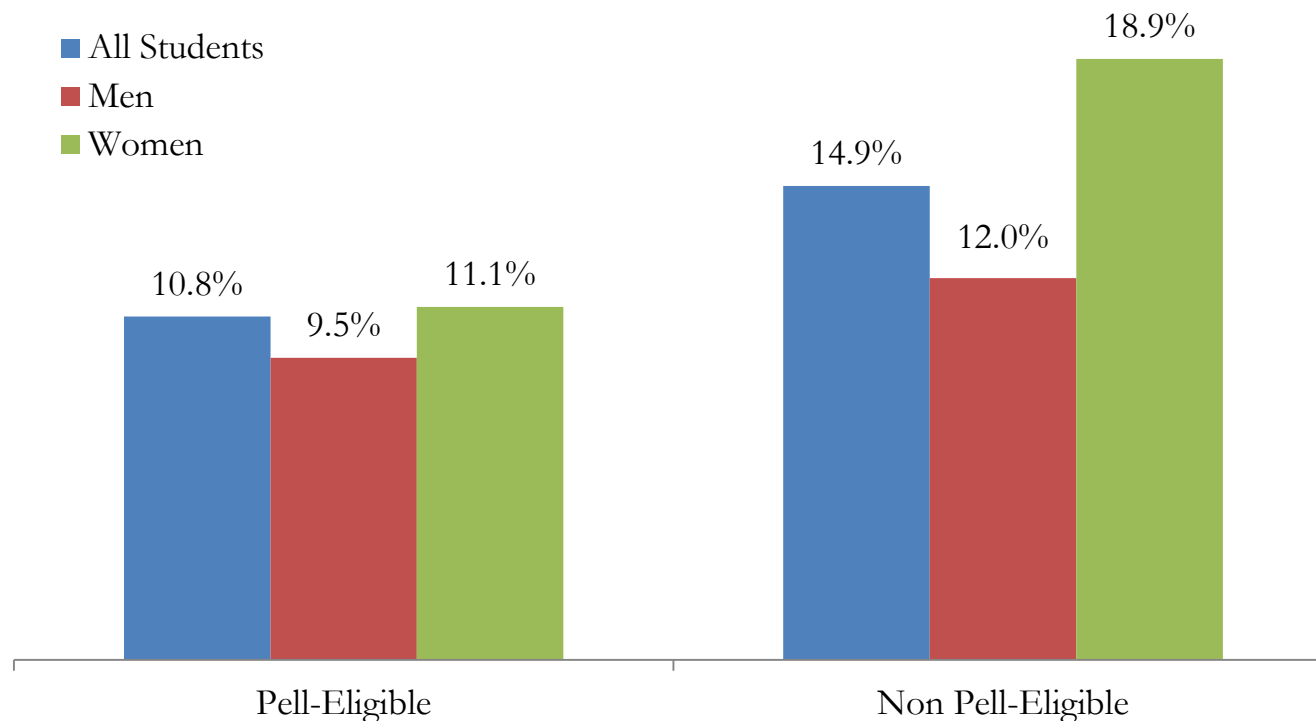
- Men are less likely to graduate in three years than women.





Three-Year Graduation Rate by Gender and Pell-Eligibility

- Women who are not Pell-Eligible are almost twice as likely to graduate in three years than women who are not.





Glimpse at the Service Area



MIDDLESEX COMMUNITY COLLEGE

ENVIRONMENTAL SCAN
April 2014

DRAFT - DO NOT DISTRIBUTE

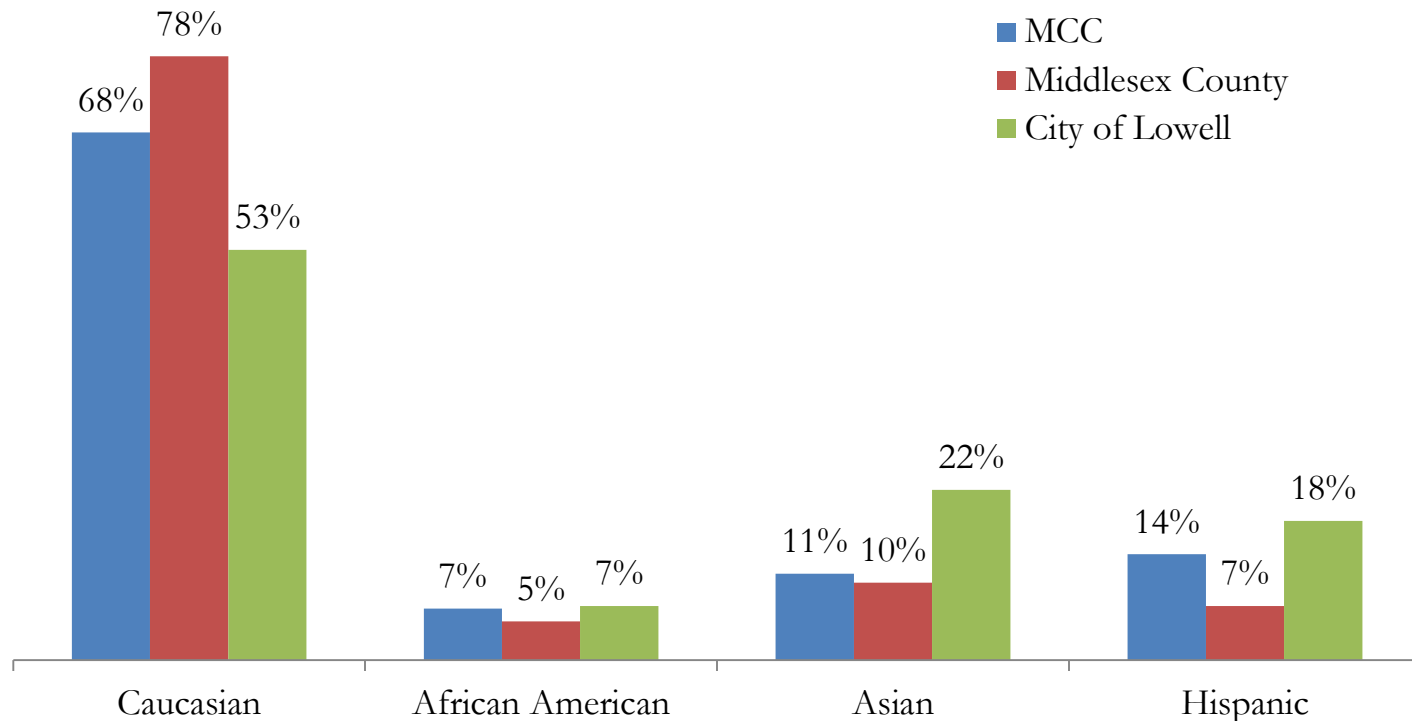
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Planning is a critical process in any organization. Middlesex Community College recognizes that every organization operates in an environment of needs, contingencies, and relationships. With heightened challenges in enrollment and the changing demographics, an analysis of the environment has become a part of the planning process. As the College begins its Strategic Planning process, it will focus on the findings in this environmental scan to align academic programs and enrollment goals with the needs of its environment.



MCC and Service Area

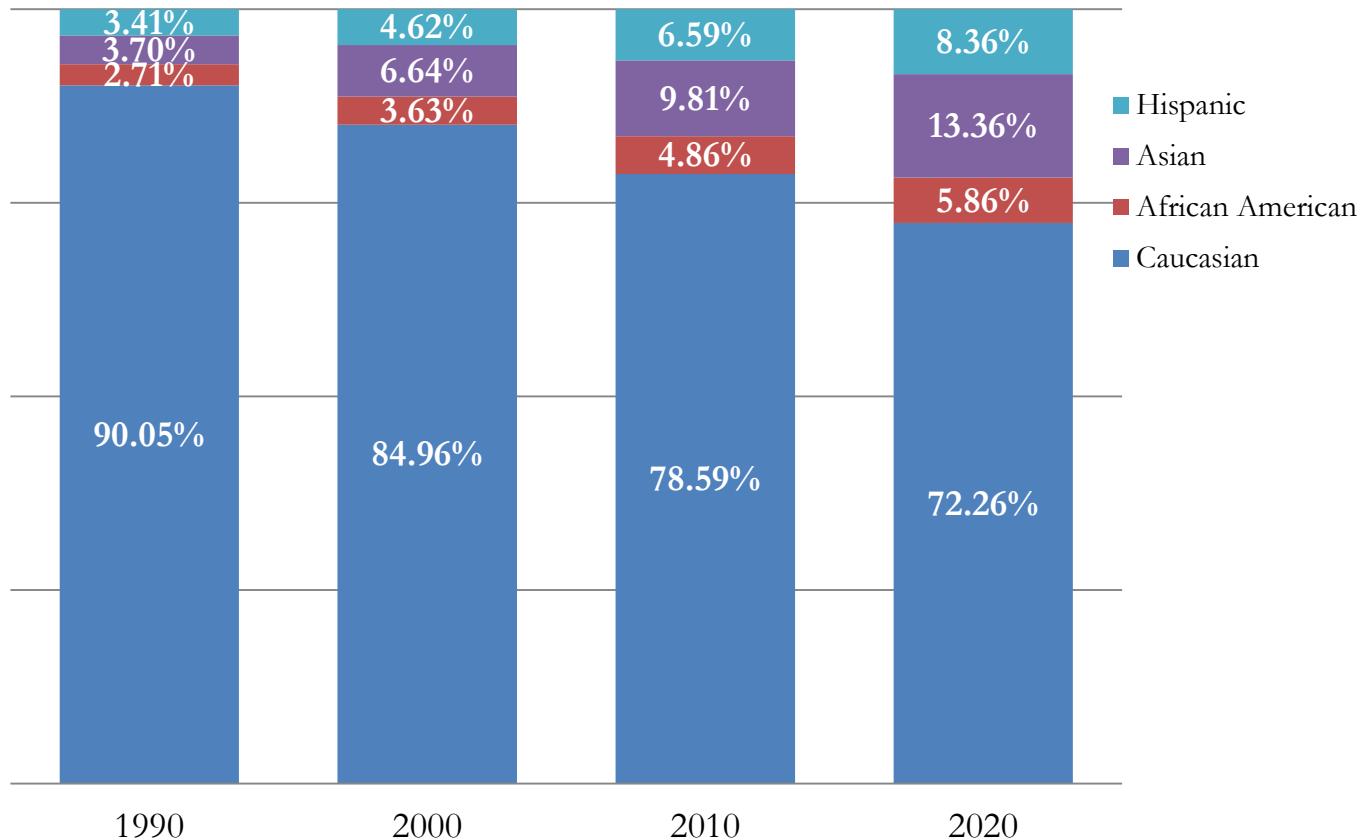
- To serve our communities, MCC is striving to match enrollment with our population.





Demographic Shift

- The percentage of Asian, Hispanic, and African American students will increase by 2020 in Middlesex County.





Thank You

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