



Review of Data, Fall 2006

Executive Summary

Prepared by

Office of Institutional Research

College of the Mainland—Achieving the Dream

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Introduction

A comprehensive analysis of the AtD cohort data, as well as student outcome data for the general college population at COM, was completed in the Fall of 2006. The results of these analyses were examined and discussed by the AtD Core and Data team members during a visit of the AtD Coach and Data Facilitator in late November. Based on these discussions, six issues related to student success were identified.

The issues and the supporting data are summarized in this document. The results of these activities provide some insight into how well students perform academically, what possible differences in student success exist based on various student characteristics, such as gender and ethnicity, and possible barriers to student success.

For the purposes of AtD, a cohort is defined as all degree or certificate-seeking students who enrolled for the first time at COM in the Fall term, regardless of their status as full-time, part-time, first-time-in-college, or transferred. Currently, data for the Fall 2003, Fall 2004, and Fall 2005 cohorts are available. Trend data for the entire student population was compiled for the past five academic years.

Issue 1: Students' Successful Completion Rates in Developmental Education Courses
(Successful completion is defined as completing a course with a grade of "C" or better.)

What the Data Says:

- Based on the AtD cohort data, nearly 90% of all students who enroll at COM as either a first-time or transfer student need developmental education in at least one area, most often math.
- Of those AtD cohort students who enroll in a developmental English class their first semester, on average only 43% will successfully complete that course.
- The overall successful completion rates for all COM students enrolled in a developmental English course average about 53%.
- Typically only 54% of AtD cohort students who need development education in math will enroll in a developmental math class their first semester. Of those, only 48% receive a grade of "C" or better.
- Overall, the average successful completion rate of all COM students enrolled in developmental math is 44%.
- Less than 25% of AtD cohort students who test below college level in reading will enroll in a developmental reading class their first semester. The rate of successful completion for these students averages 58%.
- The successful completion rate for all COM students enrolled in developmental reading courses averages 51%.

Issue 2: Students' Successful Completion Rates in Gatekeeper and other High Enrollment Courses (Successful completion is defined as completing a course with a grade of "C" or better.)

What the Data Says:

- Based on AtD cohort data, only 48% to 58% of students who enroll in a gatekeeper course their first year at COM successfully complete the course.
- Since AY 2003, the successful completion rate for all COM students enrolled in ENGL 1301 has dropped from 64% to 57%. Successful completion rates for minorities and males are typically lower.
- In MATH 1314, successful completion rates are typically around 45%; minorities and males succeed at lower rates.
- Three additional classes that are taken by a majority of students also display low student successful completion rates that have declined in recent years. These courses and the most current rates are:
 - SPCH 1315 with 56% Successful Completions
 - BIOL 1406 with 62% Successful Completions
 - HIST 1301 with 65% Successful Completions

Issue 3: The Advisement Process from A to Z

What the Data Says:

- Results from the Noel Levitz's Student Satisfaction Inventory (SSI) and Institutional Priorities Survey (IPS) indicate the following:
 - Students, faculty, and staff all consider Academic Advising/Counseling to be an important service at the college.
 - Although students, faculty and staff consistently report that they are generally satisfied with Academic Advising/Counseling, there is a substantial gap between level of importance and level of satisfaction across all respondents. This gap is one of the largest observed across all areas assessed by the SSI and IPS.
- Results from the Community College Survey of Student Engagement (CCSSE) mirror the findings of the SSI and IPS with regard to level of importance and satisfaction of Academic Advising. In addition, students consistently report that they seldom use these services.

Issue 4: Course Prerequisites

What the Data Says:

- Based on the AtD cohort data, between 5% and 13% of first-time students enroll in a developmental course that is above their initial placement level.
- Anecdotal data reveals that there are a significant number of course overrides permitting students to enroll in courses for which they do not meet the prerequisites. This indicates that course prerequisites may not be enforced in a consistent manner.

Issue 5: High School Graduation Skills

What the Data Says:

- Approximately 96% of AtD cohort students who enrolled at COM entered with a high school diploma or less.
- Of these, approximately 13% of AtD cohort students have earned a GED certificate; whereas, 10% have neither a high school diploma nor GED certificate.
- Based on the AtD cohort data, of those students who entered COM with a high school diploma or less, more than 90% need developmental instruction in at least one subject area, most often math.
 - Only 32% place at college level in English.
 - In math, only 9% place at college level; 44% place 3 or more levels below college level.
 - Approximately 45% need remedial instruction in reading.

Issue 6: Recruitment and Retention of Minorities and Males

What the Data Says:

- Hispanics and Blacks account for less than 38% of the overall student population at COM. This figure has changed little over the past five years.
 - The enrollment of Hispanic students has increased slightly over the past five years from 18.4% to 19.4%. In comparison, approximately 21% of the local high school population is Hispanic.
 - The percentage of Black students has decreased from 19.3% in 2002 to 16.1%, increasing slightly this past Fall to 17.2%. In comparison, Blacks account for 15% of the local high schools' population.
- Fall to Fall retention of all students has tended to decline over the past five years from 40% to 38%.
 - The retention rate for Hispanic students is generally higher than that of students from other ethnic backgrounds.
 - Black students have higher Fall to Spring retention rates, but lower Fall to Fall rates.
- Male students are retained at lower rates than female students.