

ATD Data Team

Observations on the Dashboard (DB)

Placement into ENG and MAT using Next Generation Accuplacer test started in Spring 2019 (testing started in Fall 2018) prior to Fall 2018 the Classic Accuplacer was used. The efficacy of the NG Accuplacer for both math and English is currently being examined by the System Office.

Dashboard by Race Observations

White students' success rate for gateway ENG/MAT is 60%, 55% for Hispanic of any race, and 41% for Black or African American students. The challenges are more in MAT than ENG subject area, however Black or African American also struggle with ENG, performed below average on ENG 101, at 50% compared to 66% overall success rate for all ENG 101 students.

Success by Race – the number of students in many of the racial categories (i.e., American Indian, Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Two or More Races, Race or Ethnicity Unknown) is too small when the data is broken down by year to identify a pattern with any confidence

- 1) American Indian or Alaskan Native – too few in number
- 2) Asian – too few in number
- 3) Black or African American – numbers are small fall to fall so if try to look for a general pattern
 - a) ENG*101 & 101S - no consistent pattern in regards to more students successfully completing one course or the other
 - b) MAT*137 & 137S - no consistent pattern in regards to more students successfully completing one course or the other
- 4) Hispanic of any race -
 - a) ENG*101 & 101S – did better in ENG*101 until Fall 2019 then did better in ENG*101S – may be due to NG Accuplacer
 - b) MAT*137 & 137S - did better in 137 overall average
- 5) Native Hawaiian or Other Pacific Islander – too few in number
- 6) Race of Ethnicity Unknown – too few in number
 - a) ENG*101 & 101S – too few took 101S to make a comparison; but the students did well in 101
 - b) MAT*137 & 137S – too few in number
- 7) Two or More Races – too few in number
- 8) White
 - a) ENG*101 & 101S – slightly more did better in 101 compared to 101S
 - b) MAT*137 & 137S – slightly better in the 137 compared to the 137S

Dashboard by Gender Observations

While male and female students do not have a large gap in performance of gateway ENG/MAT courses, both genders are struggling with MAT, male students don't perform M137S well, at 28% success rate, while female students scored at 50% for M137S. I would examine M137 success rate in more details for Fall 2016 for male and Fall 2018 for female students, in both cases, the success rates were below 40%.

Success by Gender

- 1) Male
 - a) ENG*101 & 101S – equal success in both courses
 - b) MAT*137 & 137S – did better in the 137 compared to the 137S
- 1) Female
 - a) ENG*101 & 101S – did better in the 101
 - b) MAT*137 & 137S – equal success in both courses

Dashboard by Age Observations

The students in age group 20-24 scored below average in gateway ENG/MAT courses. While sample size for MAT 137S is not large for this age group, the MAT success rate for both 137 (43%) and 137S (36%) are below the average of 47% for students of all ages.

Success by Age Group

- 1) 0-19
 - a) ENG*101 & 101S – Fall 2018 and 2019 more students did better in 101S than 101; Fall 2015, 2016, and 2017 more students did better in 101 than 101S
 - b) MAT*137 & 137S – trend indicates that more students did better in 137 compared to 137S
- 2) 20-24
 - a) ENG*101 & 101S – more students did better in 101S compared to 101
 - b) MAT*137 & 137S – no clear pattern (small enrollment numbers in 137S which may be a factor)
- 3) 24+
 - a) ENG*101 & 101S – more students did better in 101 (except in Fall 2019)
 - b) MAT*137 & 137S – no clear pattern

Dashboard by Pell Status Observations

Generally, students who don't receive Pell, on average, have better success rates for gateway courses, except MAT 137S (36%). I would examine further on Pell recipient for Fall 2016 (36%) and 2018 (34%) in MAT 137.

Success by Pell Status

- 1) Pell
 - a) ENG*101 & 101S – Pell students did better in 101 compared to 101S
 - b) MAT*137 & 137S – Pell students did equally well in both 137 compared to 137S
- 2) NonPell
 - a) ENG*101 & 101S – NonPell students did slightly better in 101S compared to 101 (but no strong pattern)
 - b) MAT*137 & 137S – more NonPell students did better in 137 compared to 137S

Dashboard by FT/PT Status Observations

Part-time success rates are generally lower than full-time students. Part-time students are less successful in ENG101S (46%) compared to full-time students (77%), and also less successful in MAT137 (45%) and MAT137S (38%), below average of 48% for all students in MAT gateway courses.

Success by FT vs. PT

- 1) FT
 - a) ENG*101 & 101S – FT students did better in 101S compared to 101
 - b) MAT*137 & 137S – FT students did better in 137 compared to 137S
- 2) PT
 - a) ENG*101 & 101S – trend indicates that PT students did better in 101 compared to 101S
 - b) MAT*137 & 137S – trend indicates that PT students did better in 137 compared to 137S

Dashboard by Student Type Observations

Leaving out High School on Campus Students, as a group, new students are generally performing better than transfer students and continuing students in gateway courses. Transfer students perform better than continuing students. Especially for continuing students, Math presents a challenge, M137 at 42% and M137S at 39% success rates, when the average success rate in MAT is 46% for those three groups of students.

Does this mean that new students are NOT the most vulnerable population, even though ATD has had us focus on them? What implications does this have for how we meet the needs of ACC students?

Success by Student Type

- 1) Continuing
 - a) ENG*101 & 101S – small numbers in 101S; appear to do better in 101 compared to 101S
 - b) MAT*137 & 137S – small numbers in 137S; no clear pattern
- 2) High School Student on Campus
 - a) ENG*101 & 101S – numbers are too small
 - b) MAT*137 & 137S – numbers are too small
- 3) New
 - a) ENG*101 & 101S – Fall 2019 equal success in both 101 and 101S; prior to 2019 it appeared that they did slightly better in 101
 - b) MAT*137 & 137S – slightly better in 137 compared to 137S
- 4) Readmit
 - a) ENG*101 & 101S – small numbers in 101S and can't make a comparison
 - b) MAT*137 & 137S – small numbers in both 137 and 137S and can't make a comparison
- 5) Transfer In
 - a) ENG*101 & 101S – small numbers in 101S
 - b) MAT*137 & 137S – small numbers in 137S

Course Level Comparisons

- 1) Pass rates for MAT 137S seem to be decreasing for 20-24-year-olds, aid recipients, part-timers, and New students.
- 2) Pass rates for ENG 101 classes are decreasing for Hispanic and Readmitted students.
- 3) Data for English and Math courses supports having ENG 101S and MAT 137S levels for students who do not place high enough on testing to register for 101 and 137. More analysis might also be needed to determine if placement tests are reliable indicators of success in ENG 101S and MAT 137S for certain groups of students (e.g., part-timers).

Questions/Further Research/Discussion needed:

- 1) Issues by Race and Student Type:
 - a) What are factors that are impacting success for Black, Hispanic, and multiracial students? Hispanic student English pass trend is alarming.
 - b) What would be the factors in Continuing students doing worse than other groups in Math courses and how can we address these since these are our students here?