Corequisite Academy – Systemwide Data Analysis

Chris Tingle
Assistant Vice Chancellor for Data Strategy
April 5, 2019
Presentation Outline

Learning Support Placement Trends

College Level Course Completion Rates

Learning Support Student Retention Rate Trends

Special Analysis Item

Next Steps for Research
Learning Support Placement Trends

Report on trends in learning support placement.

Explore shifts in placement rates due to Accuplacer Classic.
First-time Freshmen Learning Support Placement

First-time Freshmen LS Placement Rates by Subject Area

- FTF Placed Any LS
- FTF Placed Math LS
- FTF Placed Writing LS
- FTF Placed Reading LS

Note: First-time Freshmen (FTF) includes full-time and part-time as well as summer-returning-fall students.
Accuplacer’s Impact on Learning Support Placement

*Accuplacer and Compass instances are combined. Most fall 2017 and fall 2018 tests are Accuplacer. Prior to fall 2017, all tests are Compass.*
Accuplacer’s Impact on Learning Support Placement

Accuplacer and Compass instances are combined. Most fall 2017 and fall 2018 tests are Accuplacer. Prior to fall 2017, all tests are Compass.
Accuplacer’s Impact on Learning Support Placement

Adult First-time Freshmen Placed in Learning Support

<table>
<thead>
<tr>
<th>Subject</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>66%</td>
<td>85%</td>
<td>87%</td>
</tr>
<tr>
<td>Writing</td>
<td>29%</td>
<td>51%</td>
<td>50%</td>
</tr>
<tr>
<td>Reading</td>
<td>22%</td>
<td>38%</td>
<td>41%</td>
</tr>
</tbody>
</table>
College Level Course Completion

Show trends in college level course completion for learning support students since fall 2012.

• Two term college level course completion – all learning support students.

Report on college level course completion for corequisite students, and explore gaps in success for focus subpopulations.

• Same term (one term) college level course completion – only corequisite students.

Show distribution of students across the various courses used for corequisite delivery in math and reading.

Examine how course pass rates affect early student outcomes.
College Level Course Completion of Learning Support Students
Within Two Terms of Learning Support Enrollment

Math: 13% (Fall 2012/Spring 2013) vs. 13% (Fall 2013/Spring 2014)
Writing: 26% (Fall 2012/Spring 2013) vs. 29% (Fall 2013/Spring 2014)
Reading*: 26% (Fall 2012/Spring 2013) vs. 29% (Fall 2013/Spring 2014)

* For reading, Fall 2012 through Fall 2014 data is derived from writing data due to lack of common college level reading definition.
College Level Course Completion of Learning Support Students
Within Two Terms of Learning Support Enrollment

<table>
<thead>
<tr>
<th>Subject</th>
<th>Fall 2012/Spring 2013</th>
<th>Fall 2013/Spring 2014</th>
<th>Fall 2014/Spring 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>13%</td>
<td>13%</td>
<td>15%</td>
</tr>
<tr>
<td>Writing</td>
<td>26%</td>
<td>29%</td>
<td>31%</td>
</tr>
<tr>
<td>Reading*</td>
<td>26%</td>
<td>29%</td>
<td>31%</td>
</tr>
</tbody>
</table>

*For reading, Fall 2012 through Fall 2014 data is derived from writing data due to lack of common college level reading definition.
College Level Course Completion of Learning Support Students
Within Two Terms of Learning Support Enrollment

<table>
<thead>
<tr>
<th></th>
<th>Fall 2012/Spring 2013</th>
<th>Fall 2015/Spring 2016</th>
<th>Fall 2013/Spring 2014</th>
<th>Fall 2016/Spring 2017</th>
<th>Fall 2014/Spring 2015</th>
<th>Fall 2017/Spring 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>13%</td>
<td>15%</td>
<td>51%</td>
<td>58%</td>
<td>57%</td>
<td>61%</td>
</tr>
<tr>
<td>Writing</td>
<td>26%</td>
<td>29%</td>
<td>31%</td>
<td>62%</td>
<td>62%</td>
<td>67%</td>
</tr>
<tr>
<td>Reading*</td>
<td>26%</td>
<td>29%</td>
<td>31%</td>
<td>67%</td>
<td>69%</td>
<td>67%</td>
</tr>
</tbody>
</table>

* For reading, Fall 2012 through Fall 2014 data is derived from writing data due to lack of common college level reading definition.
College Level Course Completion – Corequisite Model

Paired College Level Course Pass Rates of Corequisite Students
In Same Term as Corequisite Enrollment

Note: College Level Math = MATH1000+; College Level Writing = ENGL1010; College Level Reading is Institution Defined.
Paired College Level Course Pass Rates of Corequisite Students
In Same Term as Corequisite Enrollment

- **All Students**: 57%
- **Race/Ethnicity**:
  - Black: 41%
  - Hispanic: 59%
  - White: 63%
  - Other: 58%
- **Pell Status**:
  - Pell: 56%
  - No Pell: 58%
- **Age**:
  - Adult: 66%
  - Traditional: 53%

*Note: For race/ethnicity, “Other” includes Asian, Alaska Native, American Indian, Hawaiian/Pacific Islander, Multiracial, and Unknown.*
College Level Course Enrollment Distribution (F18)

College Level Math Course Enrolled

- Algebra Essentials: 61%
- Intermediate Algebra: 10%
- Liberal Arts Math: 16%
- Statistics: 3%
- Finite Math: 10%

College Level Reading Course Enrolled

- Orientation: 66%
- Composition I: 24%
- Speech Fundamentals: 8%
- Other: 2%

<table>
<thead>
<tr>
<th>College</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>ChSCC</td>
<td>ENGL 1010</td>
<td>ENGL 1010</td>
<td>ENGL 1010</td>
</tr>
<tr>
<td>CISCC</td>
<td>ENGL 1010</td>
<td>ENGL 1010</td>
<td>ENGL 1010</td>
</tr>
<tr>
<td>CoSCC</td>
<td>ENGL 1010</td>
<td>ENGL 1010</td>
<td>ENGL 1010</td>
</tr>
<tr>
<td>DSCC</td>
<td>ORN 1010</td>
<td>ORN 1010</td>
<td>ORN 1010, COMM 2025</td>
</tr>
<tr>
<td>JSCC</td>
<td>COL 1010</td>
<td>COL 1010</td>
<td>COL 1010</td>
</tr>
<tr>
<td>MSCC</td>
<td>MSCC 1300</td>
<td>MSCC 1300</td>
<td>MSCC 1300</td>
</tr>
<tr>
<td>NeSCC</td>
<td>EDUC 1030, SPCH 1010</td>
<td>EDUC 1030, SPCH 1010</td>
<td>EDUC 1030, COMM 2025</td>
</tr>
<tr>
<td>PSCC</td>
<td>COLL 1500</td>
<td>COLL 1500</td>
<td>COLL 1500</td>
</tr>
<tr>
<td>RSCC</td>
<td>HUM 262, PSYC 1030</td>
<td>HUM 262, PSYC 1030</td>
<td>HUM 1010, PSYC 1030</td>
</tr>
<tr>
<td>STCC</td>
<td>ACAD 1100, SPCH 1010</td>
<td>ACAD 1100, SPCH 1010</td>
<td>ACAD 1100</td>
</tr>
<tr>
<td>VSCC</td>
<td>VSCC 1000</td>
<td>VSCC 1000</td>
<td>VSCC 1000</td>
</tr>
<tr>
<td>WSCC</td>
<td>SPCH 1010</td>
<td>SPCH 1010</td>
<td>SPCH 1010</td>
</tr>
</tbody>
</table>
Early Student Outcomes, by Course Results – Reading (F18)

### Corequisite Reading Students

- **Pass Both**: 4,003
- **Pass CL Only**: 394
- **Pass LS Only**: 456
- **Fail Both**: 1,922

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### Corequisite Reading Student Early Outcomes

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Pass Both</th>
<th>Pass CL Only</th>
<th>Pass LS Only</th>
<th>Fail Both</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent Students</td>
<td>59%</td>
<td>7%</td>
<td>6%</td>
<td>28%</td>
</tr>
<tr>
<td>Avg. Hours Attempt</td>
<td>12.4</td>
<td>12.9</td>
<td>12.9</td>
<td>12.6</td>
</tr>
<tr>
<td>Avg. Hours Earn</td>
<td>11.4</td>
<td>6.6</td>
<td>7.2</td>
<td>0.8</td>
</tr>
<tr>
<td>Earn/Attempt Ratio</td>
<td>92%</td>
<td>51%</td>
<td>56%</td>
<td>6%</td>
</tr>
<tr>
<td>Avg. Term GPA</td>
<td>2.9</td>
<td>1.2</td>
<td>1.4</td>
<td>0.7</td>
</tr>
<tr>
<td>Fall/Spring Retention Rate</td>
<td>91%</td>
<td>71%</td>
<td>76%</td>
<td>20%</td>
</tr>
</tbody>
</table>

Note: Outcomes are based on combined hours and GPA (includes both college and learning support courses).
Learning Support Student Retention Rate Trends

Provide analysis first-time freshmen learning support student retention, disaggregated by enrollment status.

Metric 1: Next Fall Retention (Fall-to-Fall Retention)

Metric 2: Next Fall Retention with Good Progress

- For full-time student, 20+ college level hours by start of next fall.
- For part-time student, 10+ college level hours by start of next fall.
Next Fall Retention of Learning Support Students, Full-time

**Next Fall Retention**
First-Time, Full-time Freshmen

- Fall 2012 FTF to Fall 2013: 50.1%
- Fall 2017 FTF to Fall 2018: 47.7%
Next Fall Retention of Learning Support Students, Full-time

Next Fall Retention
First-Time, Full-time Freshmen

- Fall 2012 FTF to Fall 2013: 50.1%
- Fall 2017 FTF to Fall 2018: 47.7%

Next Fall Retention, Good Progress
First-time, Full-time Freshmen

- Fall 2012 FTF to Fall 2013: 14.9%
- Fall 2017 FTF to Fall 2018: 22.4%

Note: For full-time students, next fall retention with good progress defined as 20+ college level hours by next fall.
Next Fall Retention of Learning Support Students, Part-time

### Next Fall Retention
First-Time, Part-time Freshmen

- Fall 2012 FTF to Fall 2013: 37.7%
- Fall 2017 FTF to Fall 2018: 39.8%

### Next Fall Retention, Good Progress
First-time, Part-time Freshmen

- Fall 2012 FTF to Fall 2013: 12.3%
- Fall 2017 FTF to Fall 2018: 22.6%

Note: For part-time students, next fall retention with good progress defined as 10+ college level hours by next fall.
Special Analysis Item

Examine how corequisite model has affected gateway course pass rates for all students, both those students requiring learning support and those placed directly into college level courses.

Compare to the total number of students passing gateway courses.
Gateway Course Pass Rate – Writing

**ENGL 1010 Pass Rate**
Fall 2012 to Fall 2018

- Fall 2012: 76.9%
- Fall 2013: 79.1%
- Fall 2014: 78.8%
- Fall 2015: 73.2%
- Fall 2016: 75.8%
- Fall 2017: 75.8%
- Fall 2018: 76.1%

*Note: Course Pass Rate defined as grades A, B, C, D, P, S divided by total enrollment.*
ENGL 1010 Pass Rate and Number Students Passing
Fall 2012 to Fall 2018

Note: Course Pass Rate defined as grades A, B, C, D, P, S divided by total enrollment.
Gateway Course Pass Rate, by ACT Subscore – Writing

Note: Course Pass Rate defined as grades A, B, C, D, P, S divided by total enrollment.

ENGL 1010 Pass Rate, By ACT English Subscore
Fall 2012 to Fall 2018

- 13 or Lower: 61%, 69%, 61%, 53%
- 14-17: 77%, 77%, 77%, 77%
- 18-21: 87%, 87%, 87%, 87%
- 22 or Higher: 66%, 66%, 66%, 66%

Fall 2012 2013 2014 2015 2016 2017 2018
ENGL 1010 Pass Rate and Number Students Passing, ACT 13 or Lower
Fall 2012 to Fall 2018

Note: Course Pass Rate defined as grades A, B, C, D, P, S divided by total enrollment.
MATH 1530 Pass Rate and Number Students Passing
Fall 2012 to Fall 2018

Note: Course Pass Rate defined as grades A, B, C, D, P, S divided by total enrollment.
Next Steps for Research

Expand outcomes analysis:

- With sufficient data, prepare 3-year and 4-year graduation rate analysis.
- Explore other potential pertinent student success indicators.

Expand dataset to include additional subpopulations and identify equity gaps in retention and graduation rates.

Report best practices from the various corequisite reading models in use.

Work with K-12 partners to determine data availability for multivariate placement research design.
Questions and Discussion

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