

What Do We Know About Our Students' Performance Gaps?

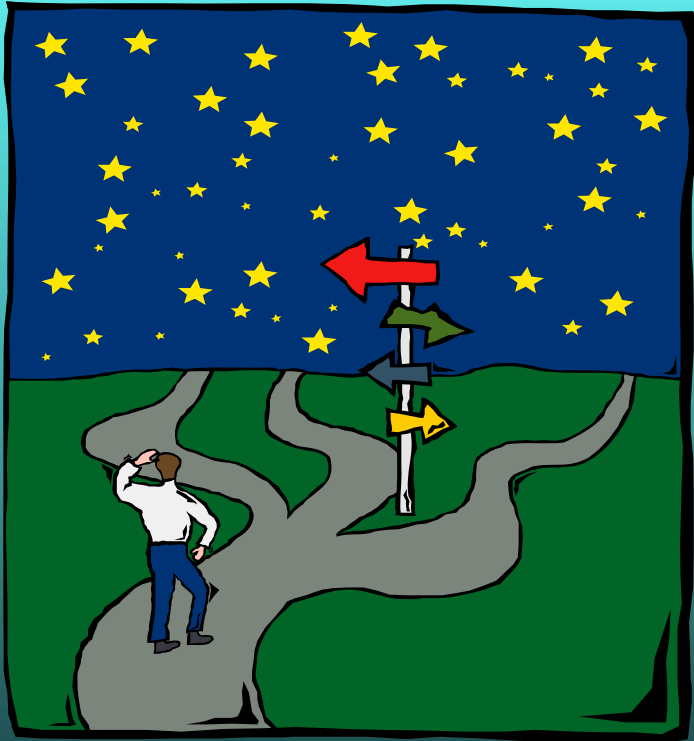


Achieving the Dream
College Wide Meeting
March 11, 2005

To “start right” with this project, we settled on two principles to guide us through the process of identifying the gaps we need to close:

- 1. To continue our practice of using data to inform our approach to the work before us, and...**
- 2. To keep in mind the way that students experience our institution.**

We know FTIC students experience the college through one of two paths:

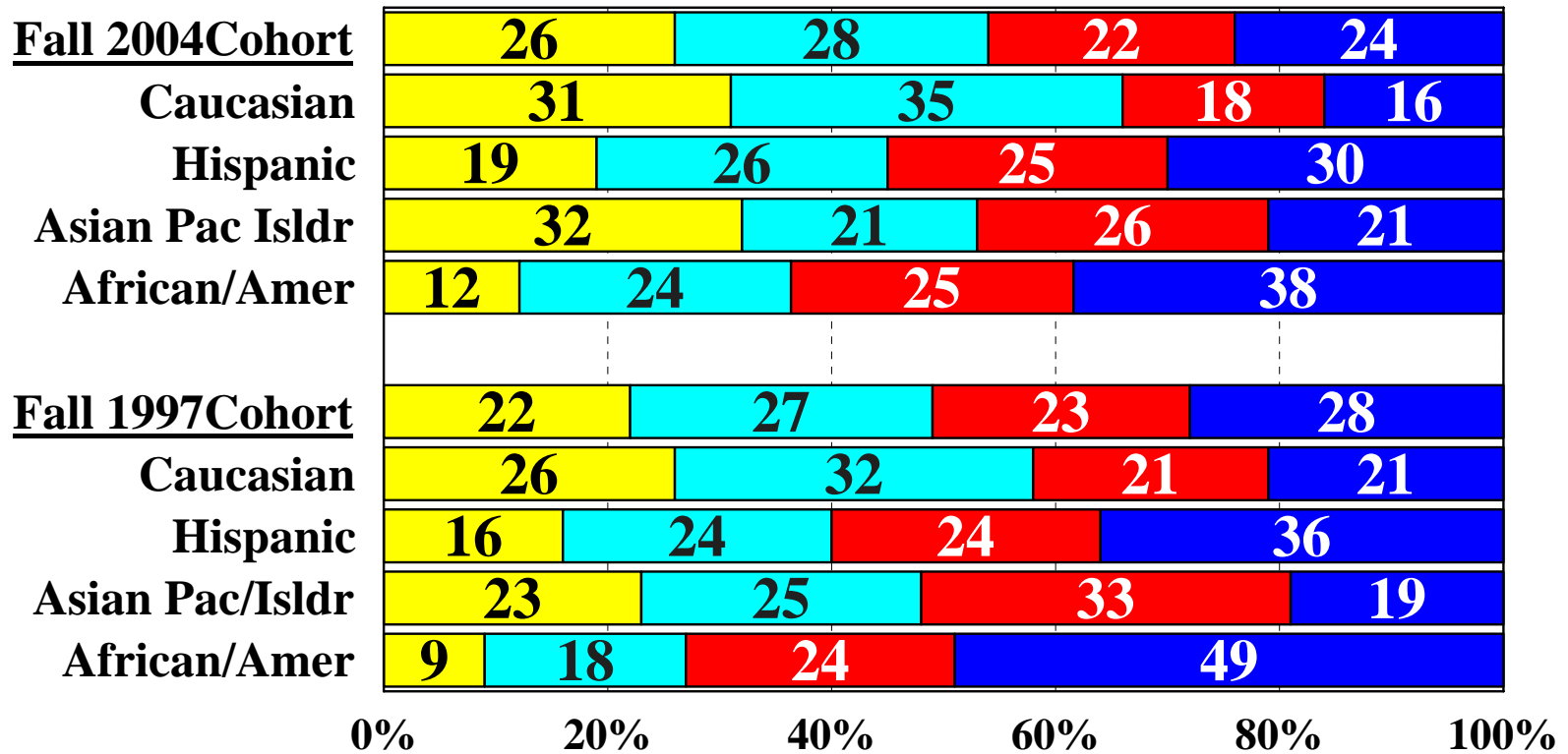


**1. College Ready -
enroll in college-level
courses....OR**

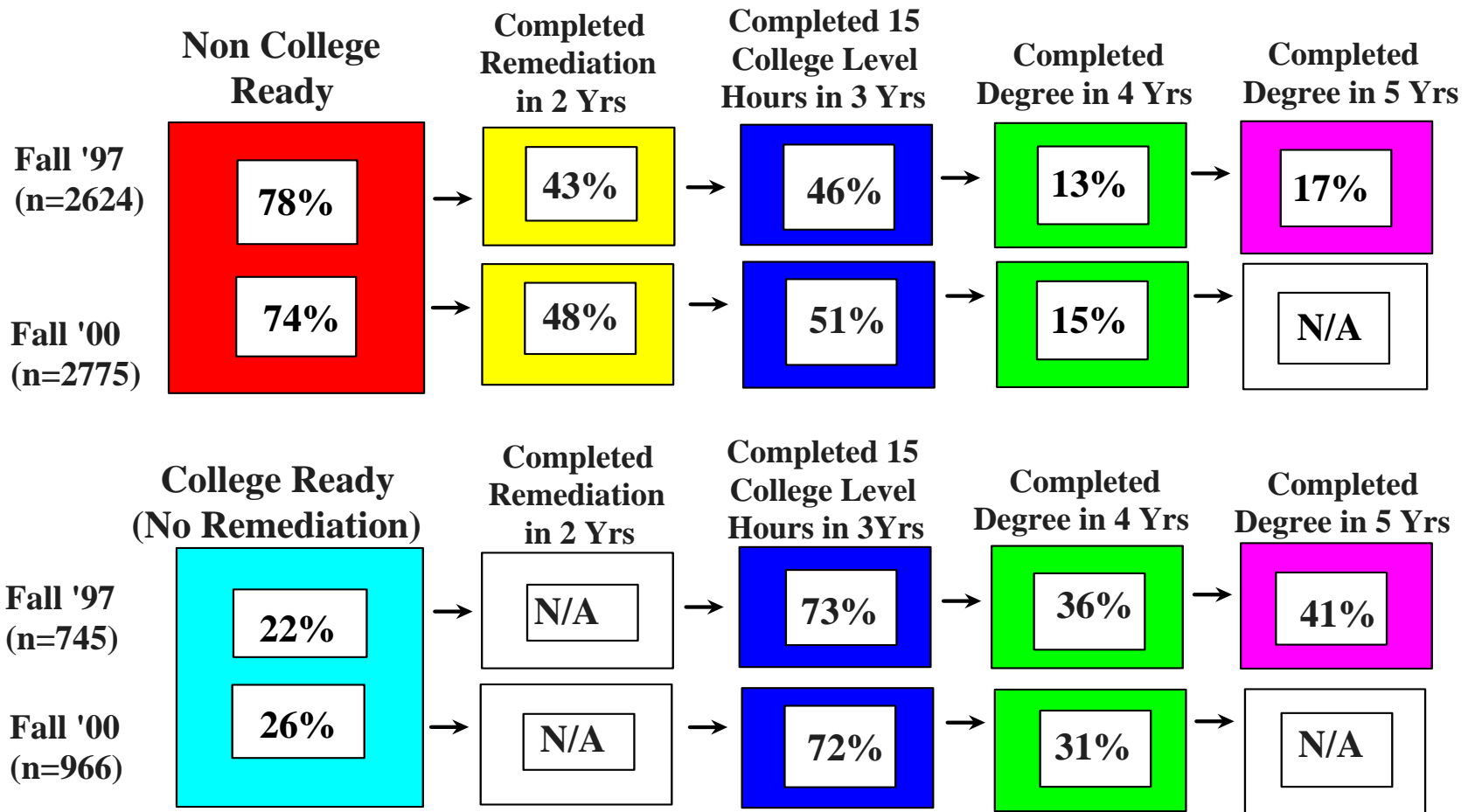
**2. Under prepared -
enroll in remediation
courses**

Percent of College-Ready and Non College-Ready FTIC Degree-Seeking Students

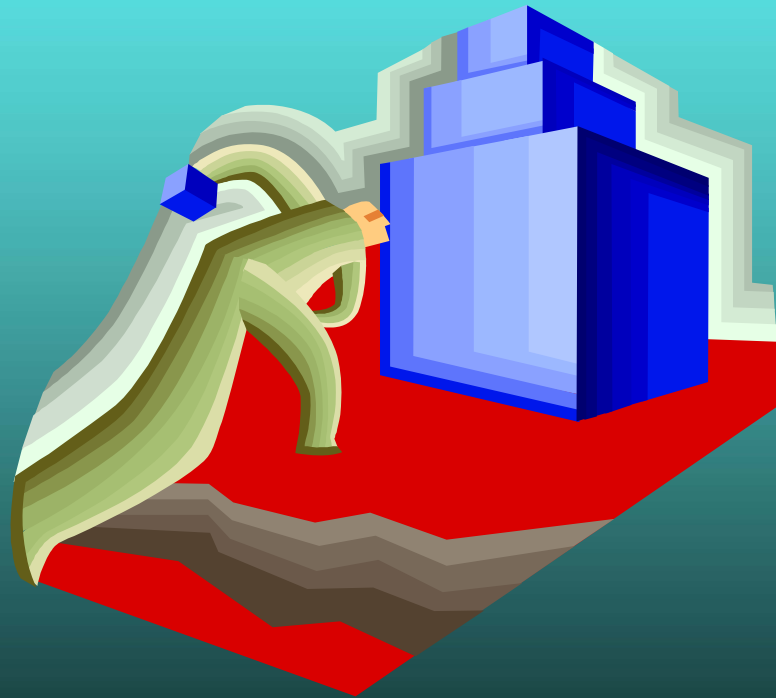
(Light = 1 prep area; Moderate = 2 prep areas; Heavy = all 3 prep areas)



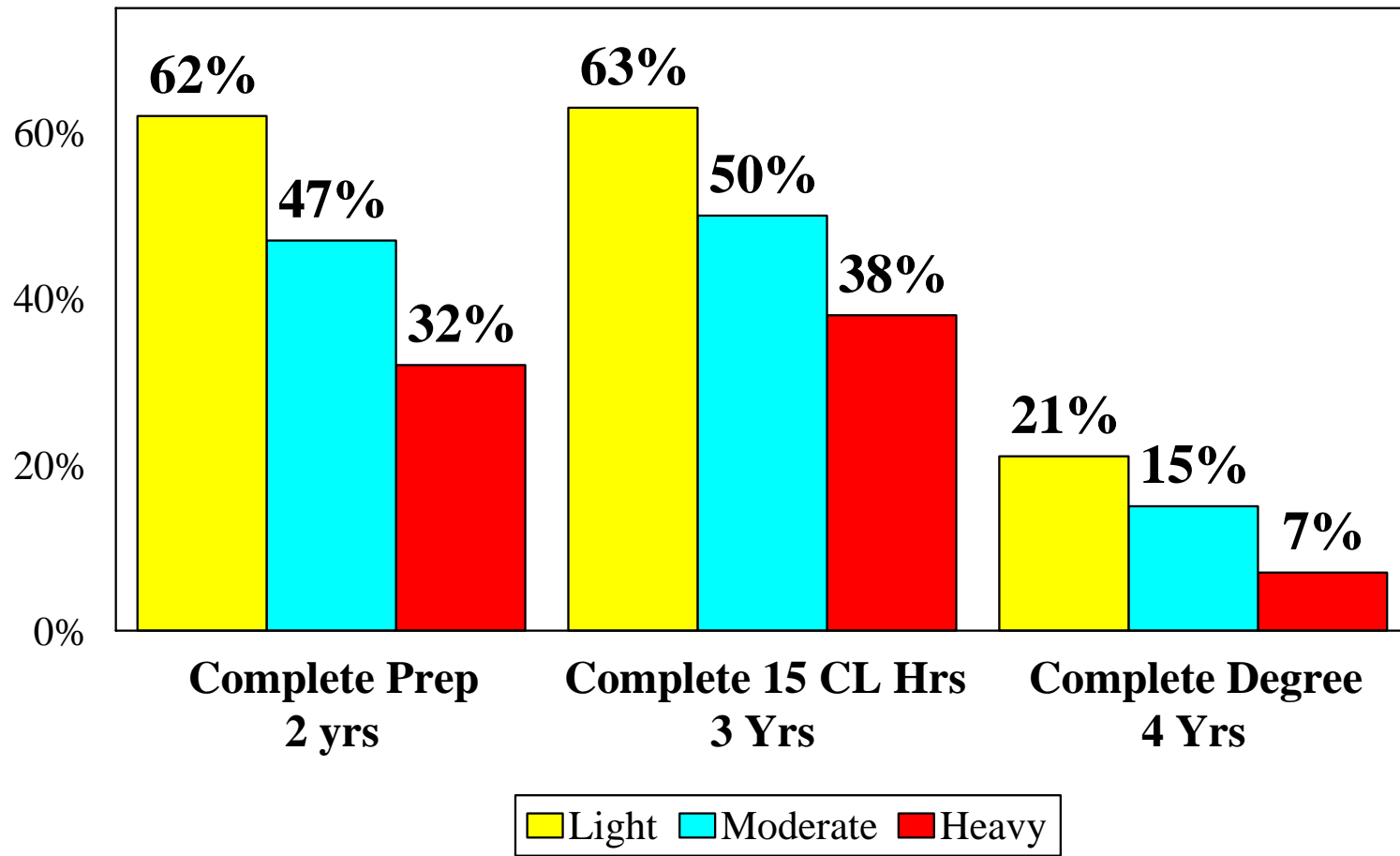
FTIC Student Progression - Fall 1997 vs Fall 2000



Progress for non college-ready students
is slower and shows distinct gaps
between remediation levels



Progression Rates for Non College-Ready Students by Level of Required Remediation - Fall 2000 FTIC Cohort



There are also gaps between the progression rates of ethnic groups...

Asians progress above the cohort rate

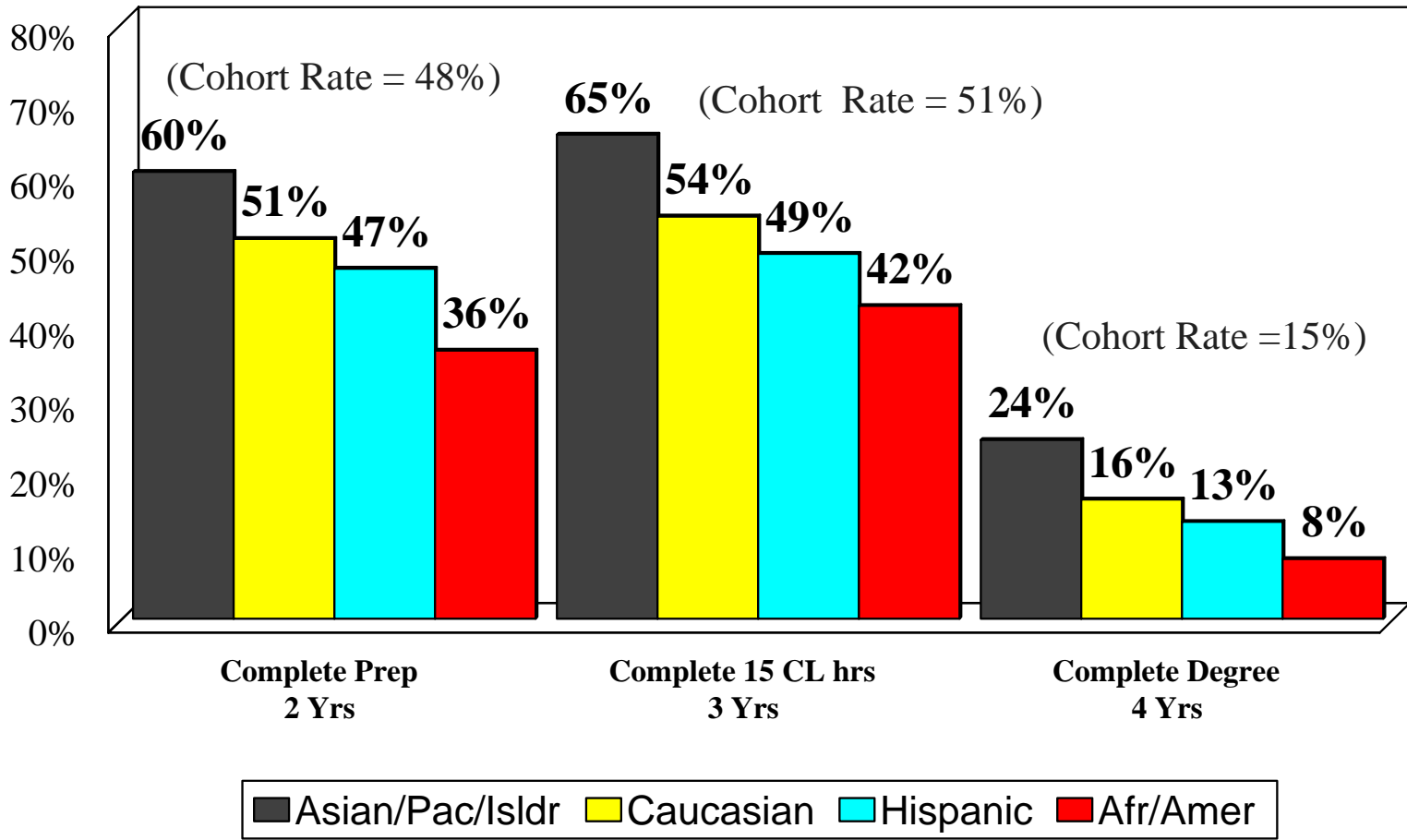
Caucasians progress above the rate

Hispanics progress near the cohort rate

African/Americans are below the rate

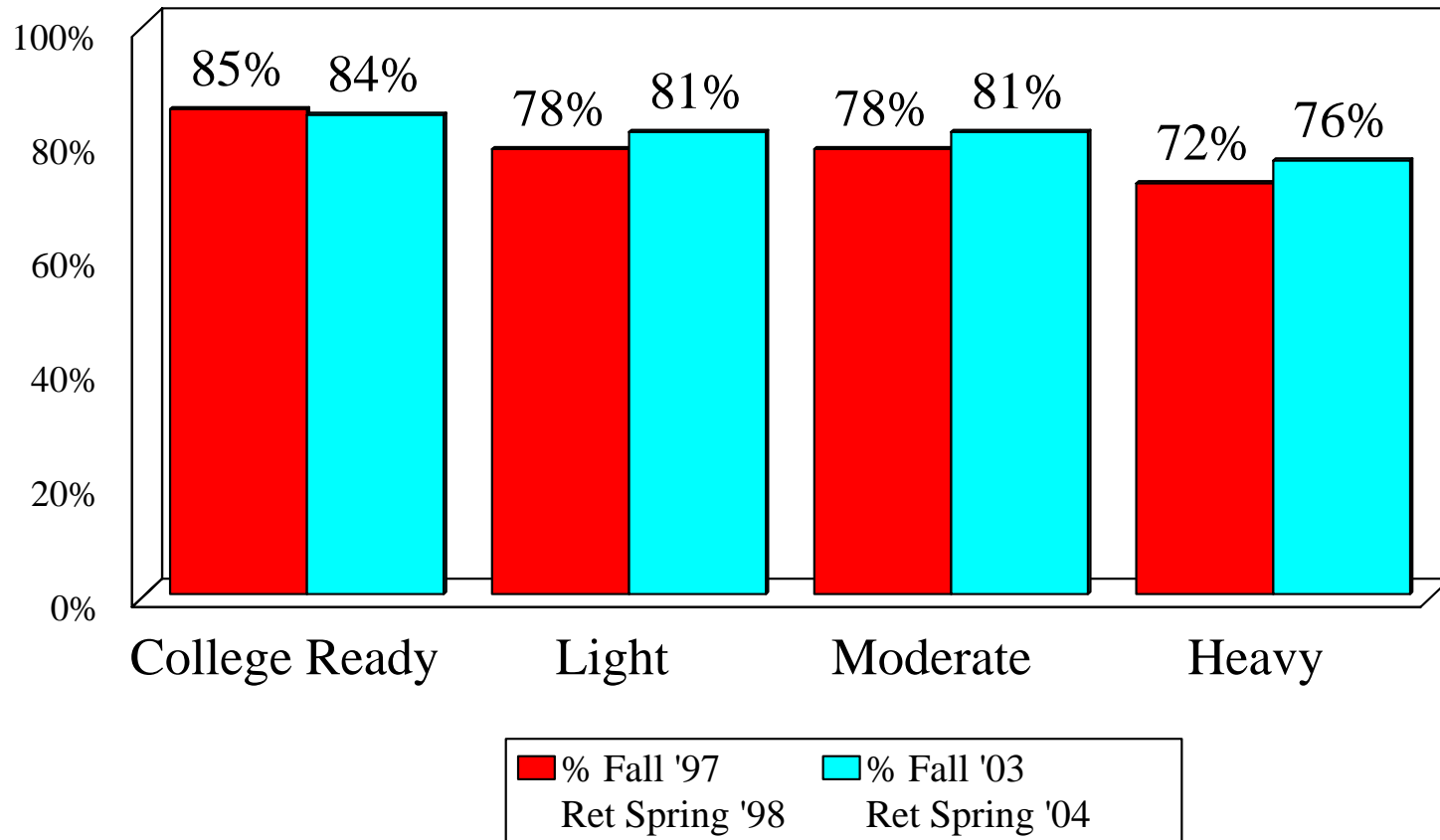
Progression Rates for Non College-Ready FTIC Students by Ethnicity

2000 FTIC Cohort

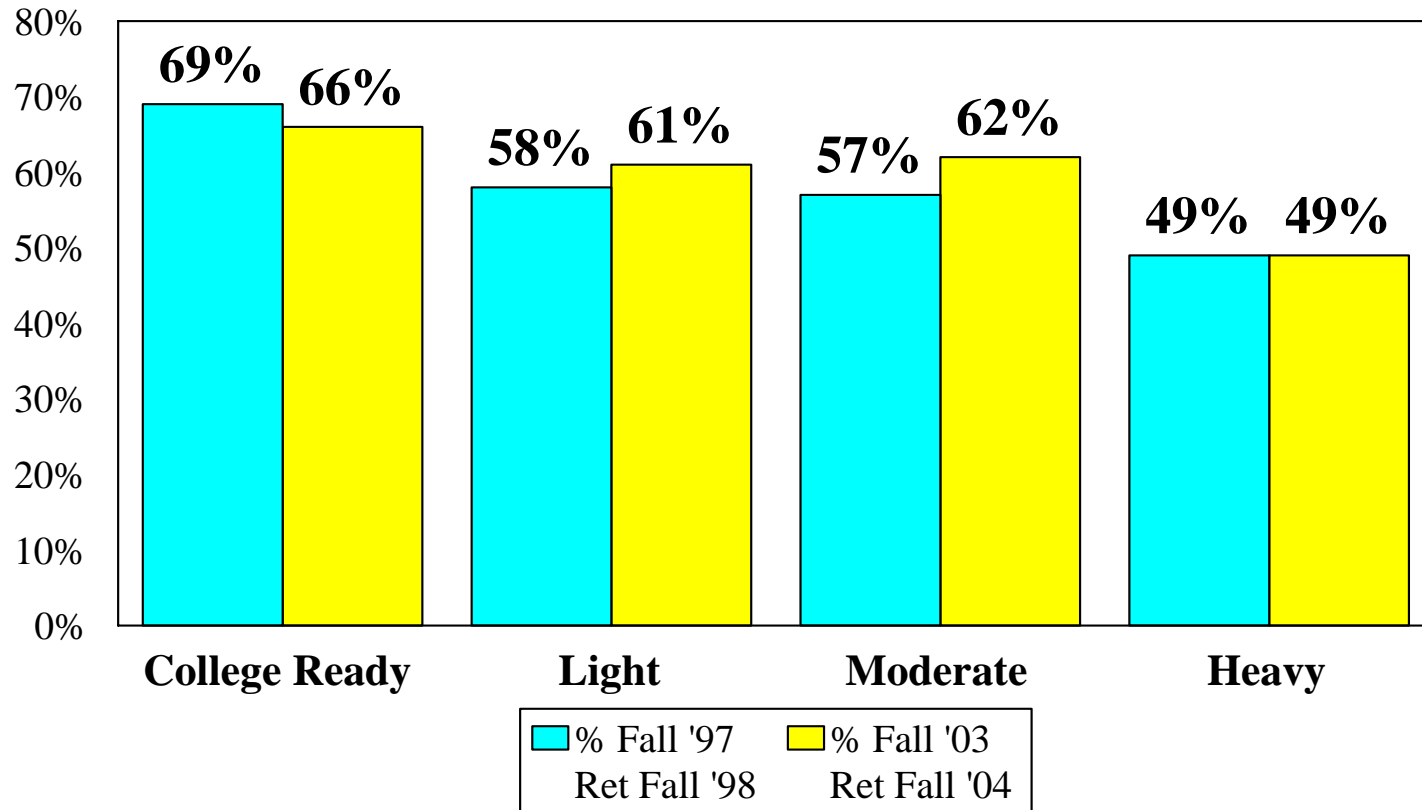


What percent of FTIC students
return one term later, one
year later?

Fall to Spring Retention Rate by Remediation Category Fall 1997 and Fall 2003 FTIC Cohorts



Fall to Fall Retention Rates by Remediation Category Fall 1997 and Fall 2003 FTIC Cohorts



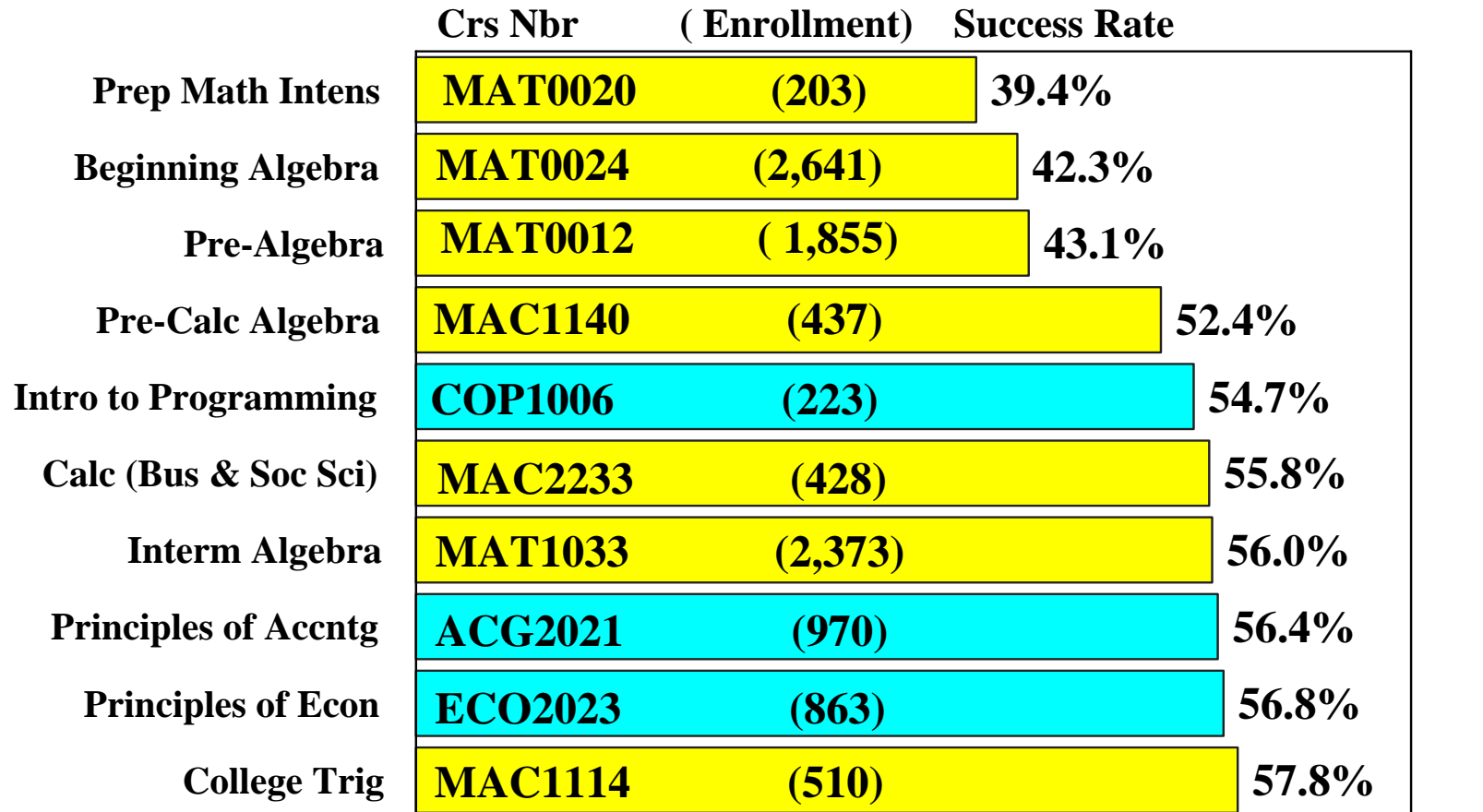
Where do students struggle?

Course success rates help to
inform us...

Courses with 10 Lowest Success Rates

All Students - Fall 2004

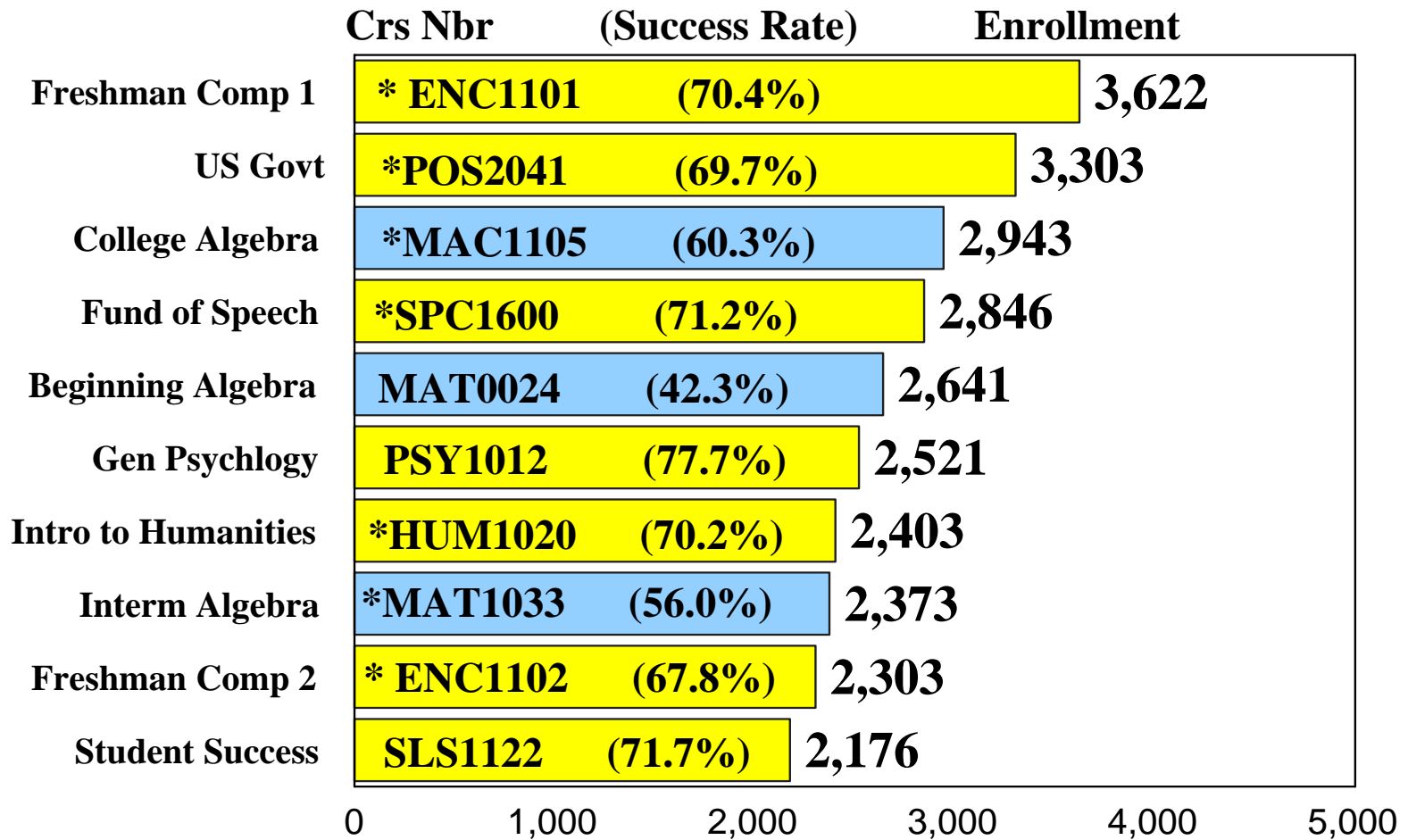
(Success = Grade of A, B, or C)



0.0% 10.0% 20.0% 30.0% 40.0% 50.0% 60.0% 70.0%

(Includes only courses with minimum enrollment of 200 students in all sections combined.)

Courses with 10 Highest Enrollments
(Includes 7 Gateway* Courses)
All Students - Fall 2004



(3 Lowest Success Rates are Math courses with 7,957 course enrollments)



Four measures identified for ATD grant:

1. Increase % of students completing math and increased competency in math
2. Increase % of students completing the college prep sequence
3. Increase % of students reaching benchmarks or progression points post-prep and prior to graduation
4. Increase graduation rates

The early work helped to point to some obvious student performance and progression gaps but.....

We needed to look deeper...

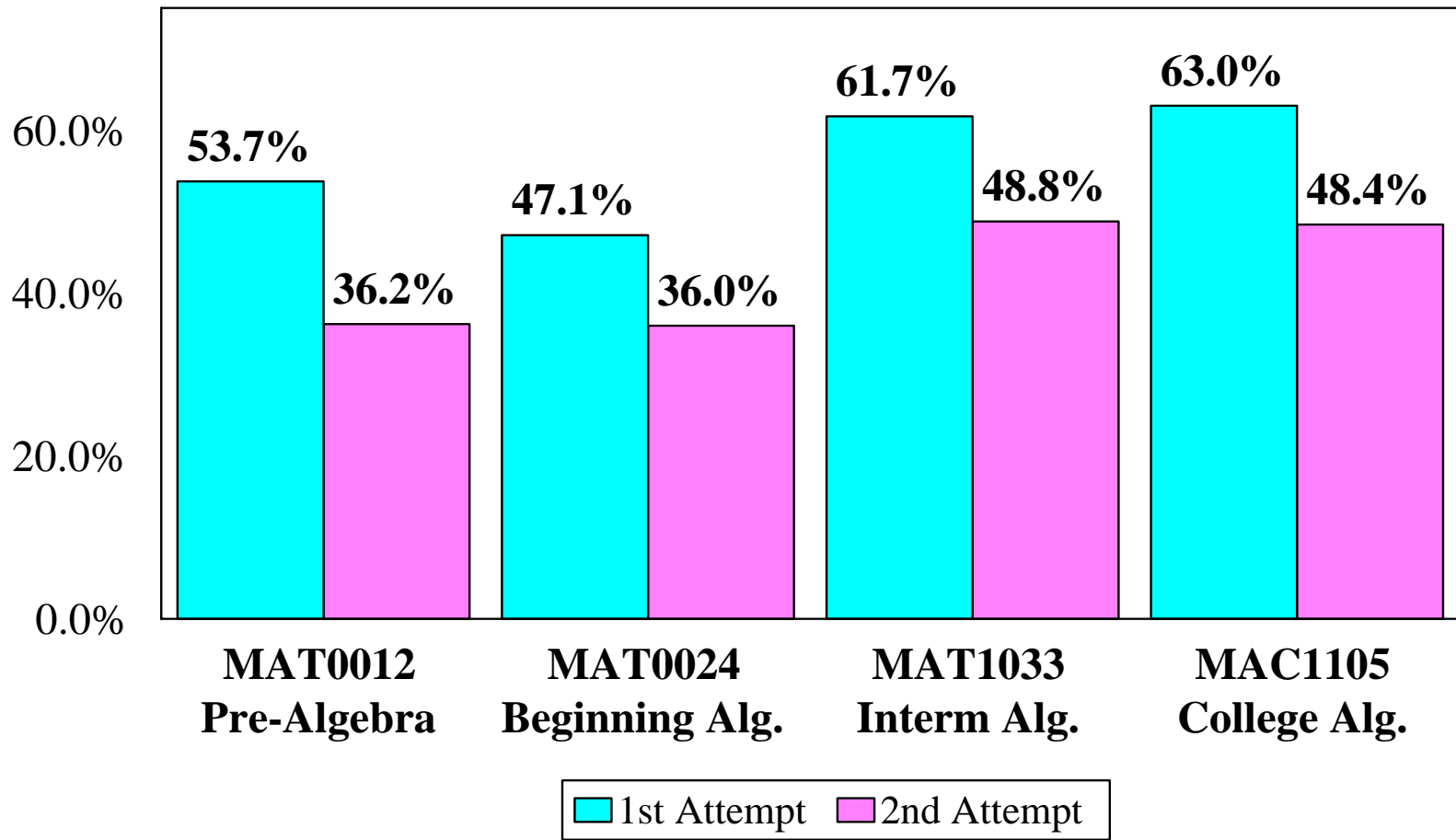


Math Course Success Rates by 1st and 2nd Attempt

FTIC Degree-Seeking Students

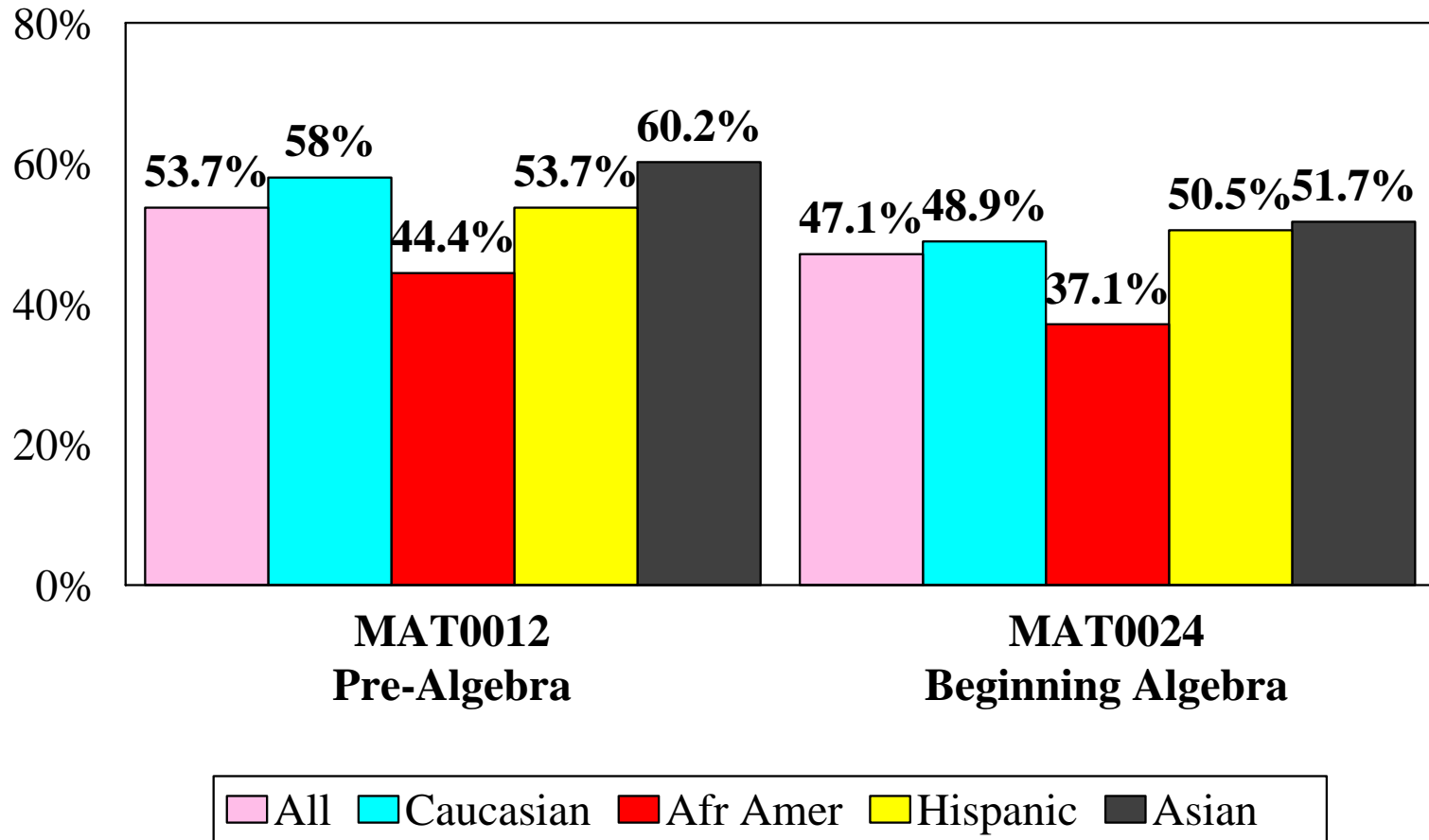
Fall 2000 - Fall 2004 Enrollments

(Success = A, B, or C)



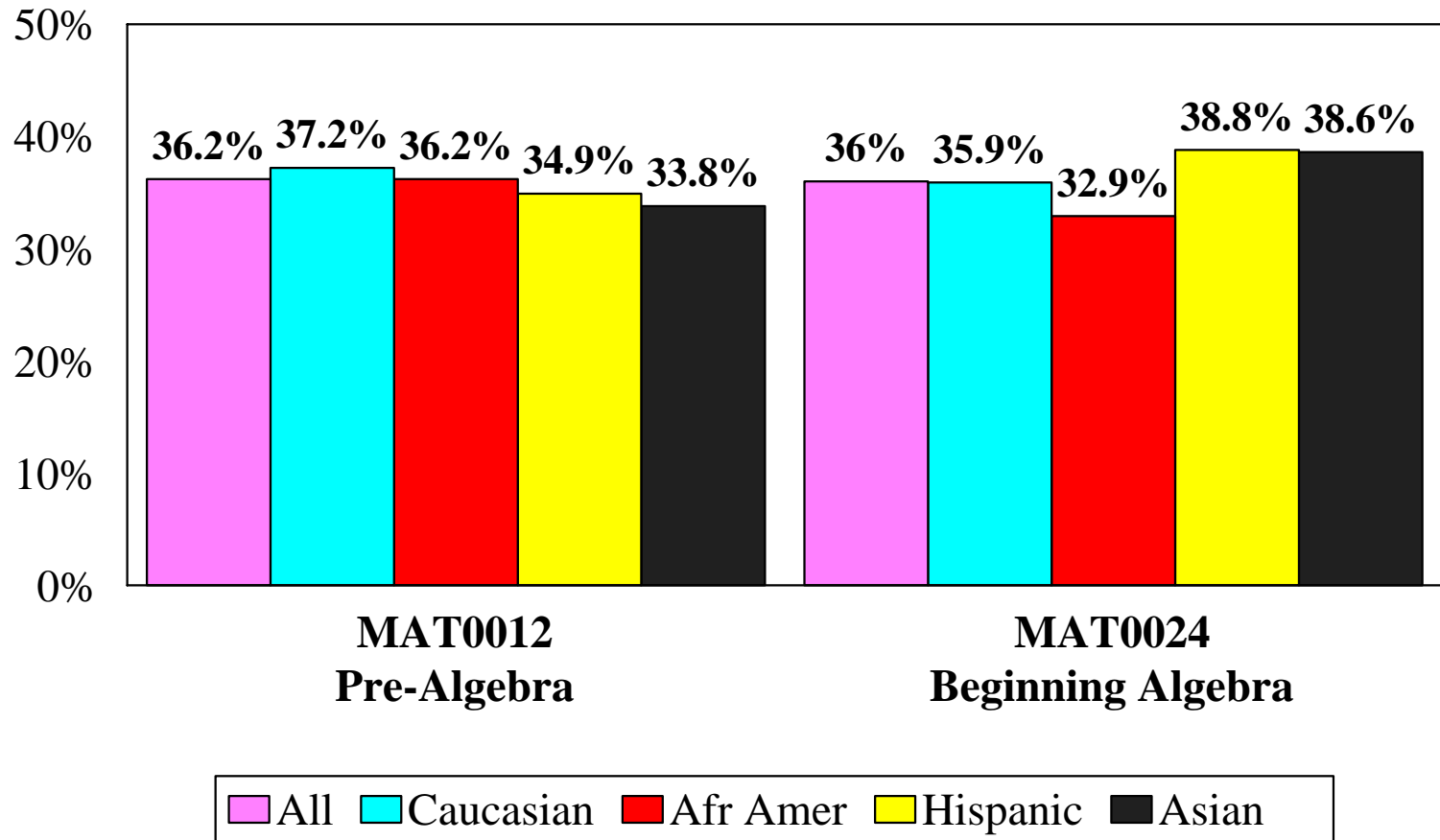
Prep Math Course Success Rates on 1st Attempt by Ethnicity FTIC Degree-Seeking Students (Fall 2000 - Fall 2004)

(Success = A, B. or C)

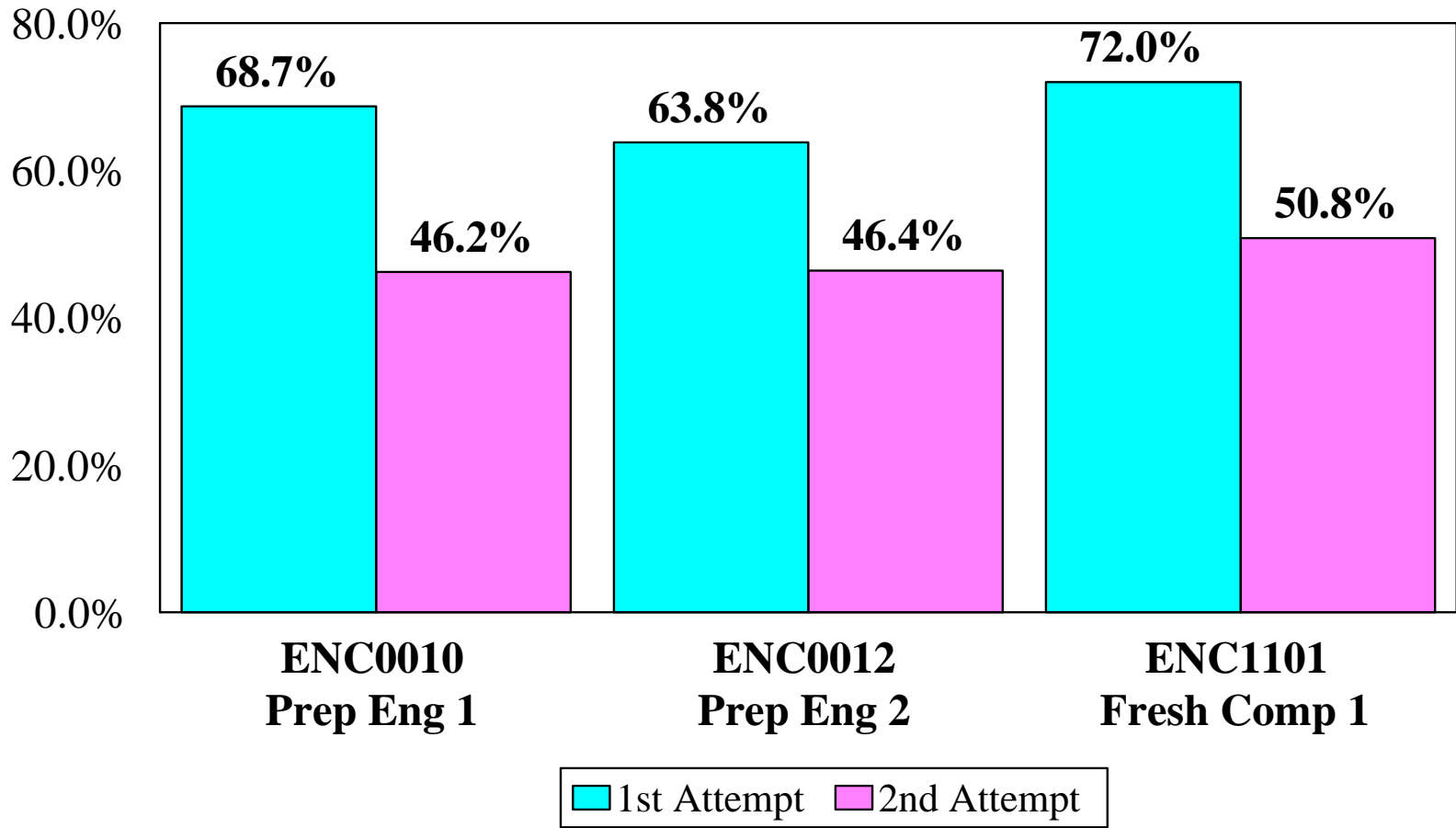


Prep Math Course Success Rates on 2nd Attempt by Ethnicity FTIC Degree-Seeking Students (Fall 2000 - Fall 2004)

(Success = A, B, or C)



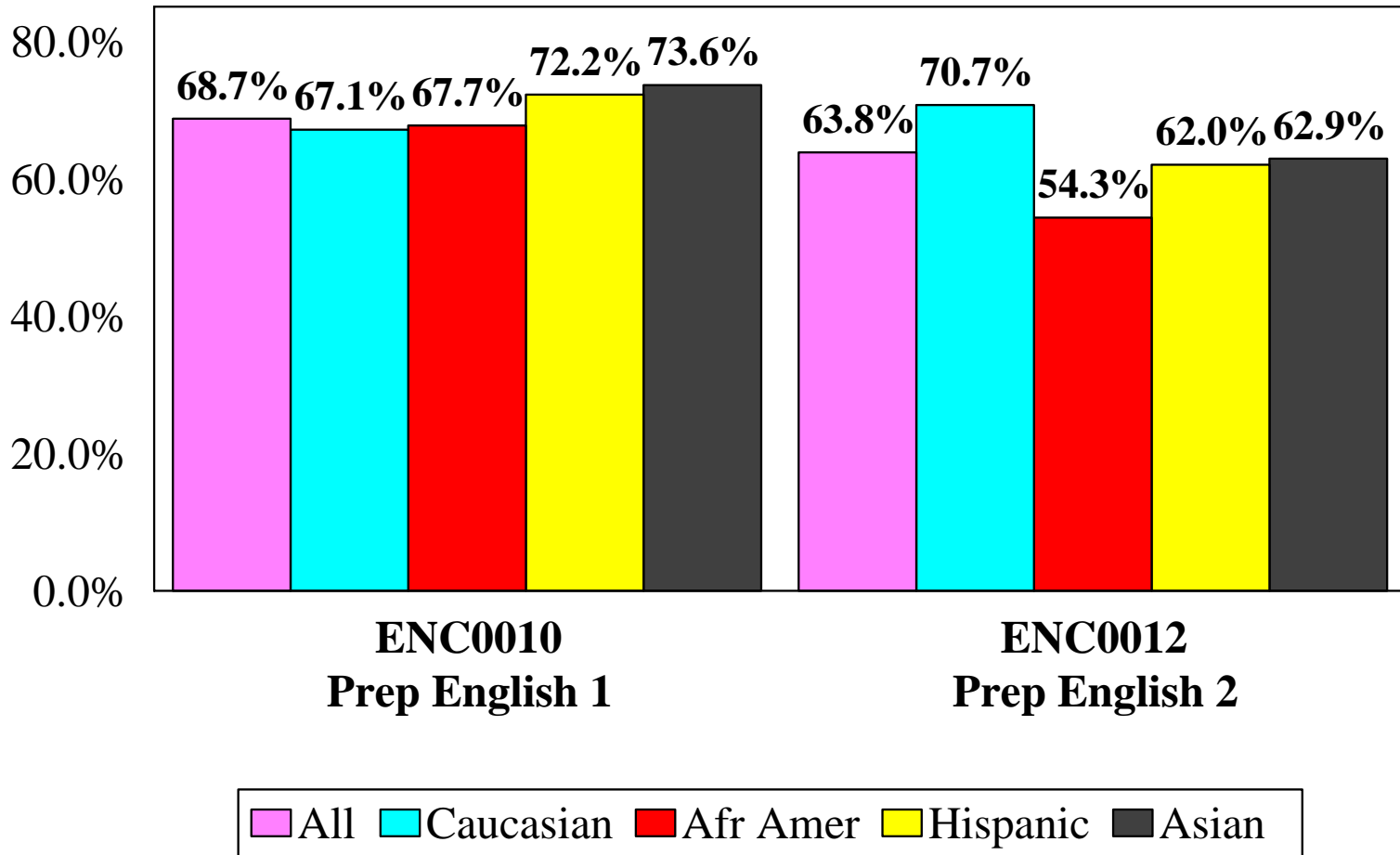
**English Course Success Rates by 1st and 2nd Attempt
FTIC Degree-Seeking Students
Fall 2000 - Fall 2004 Enrollments**



Prep English Course Success Rates on 1st Attempt by Ethnicity

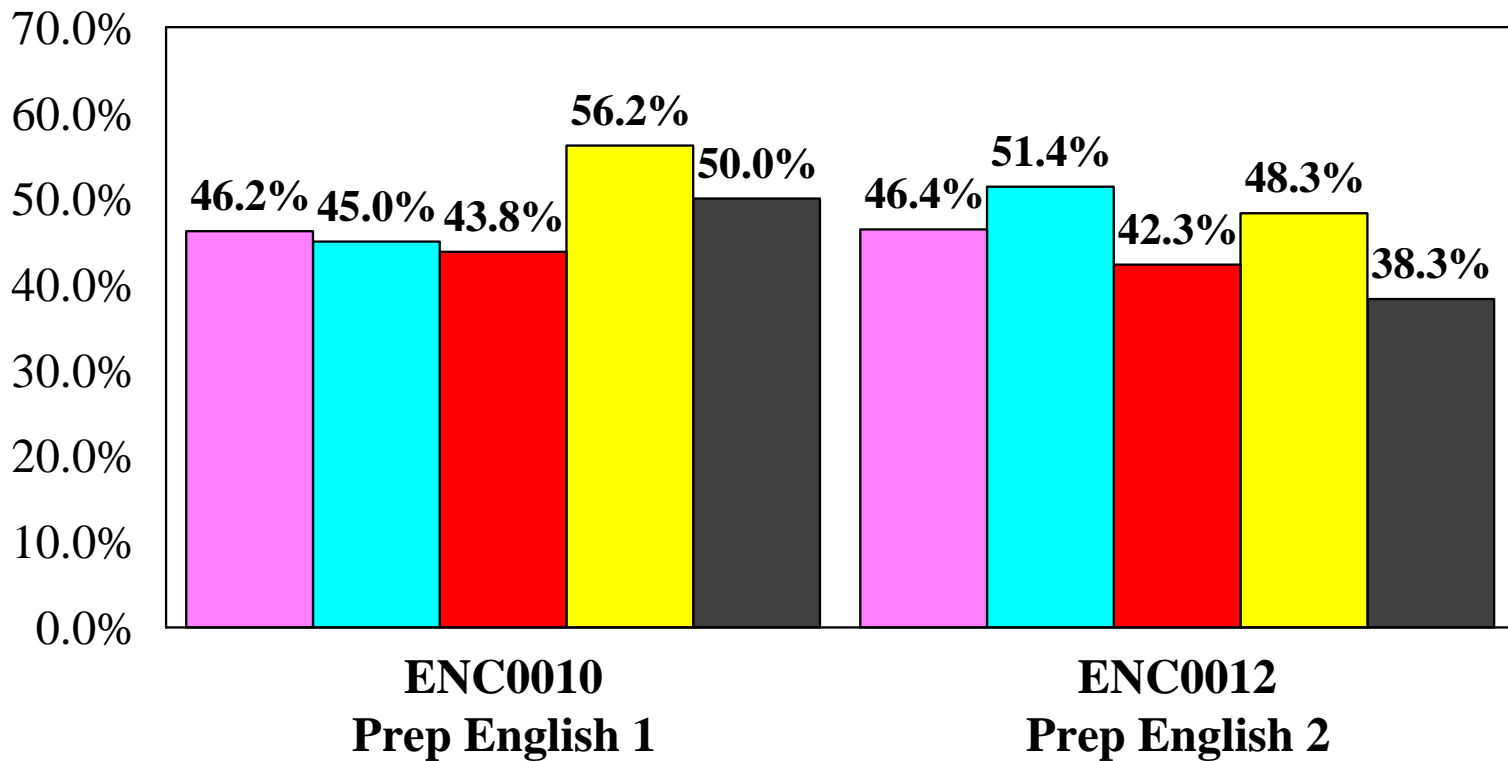
FTIC Degree-Seeking Students (Fall 2000 - Fall 2004)

(Success = A, B, or C)



Prep English Course Success Rates on 2nd Attempt by Ethnicity FTIC Degree-Seeking Students (Fall 2000 - Fall 2004)

(Success = A, B, or C)



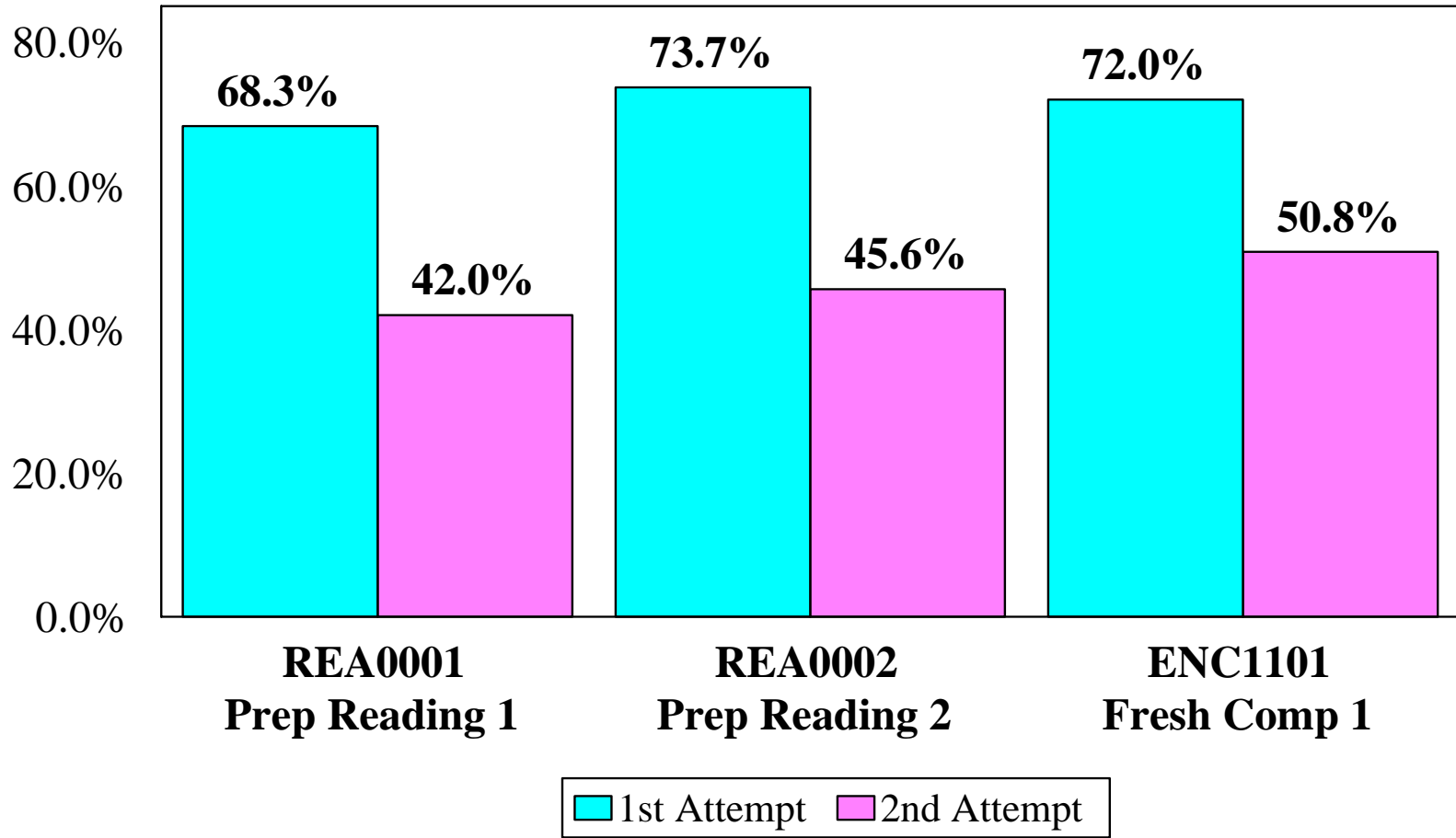
Legend: All (pink), Caucasian (cyan), Afr Amer (red), Hispanic (yellow), Asian (gray)

Reading Course Success Rates by 1st and 2nd Attempt

FTIC Degree-Seeking Students

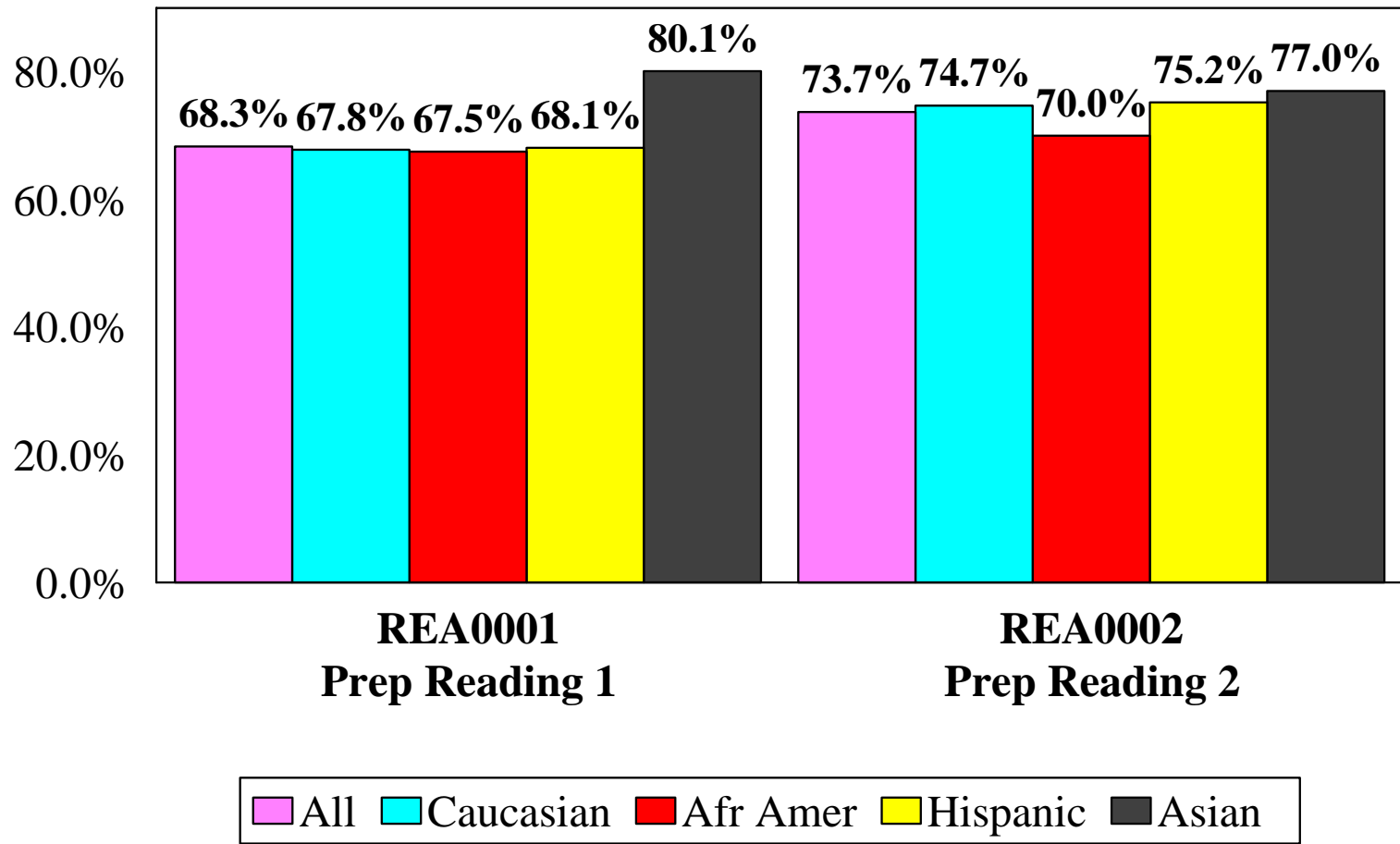
Fall 2000 - Fall 2004 Enrollments

(Success = A, B, or C)



Prep Reading Course Success Rates on 1st Attempt by Ethnicity FTIC Degree-Seeking Students (Fall 2000 - Fall 2004)

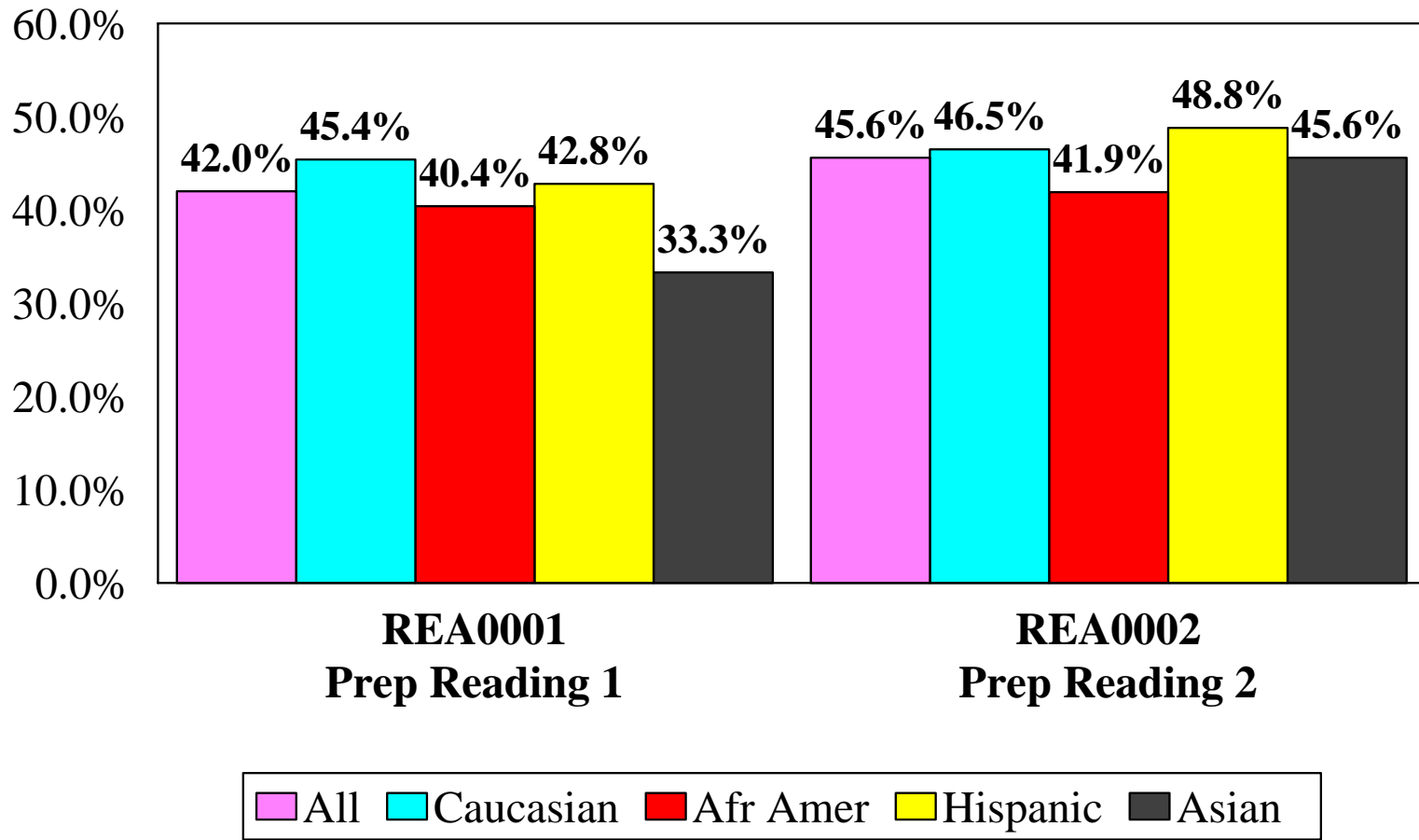
(Success = A, B. or C)



Prep Reading Course Success Rates on 2nd Attempt by Ethnicity

FTIC Degree-Seeking Students (Fall 2000 - Fall 2004)

(Success = A, B. or C)



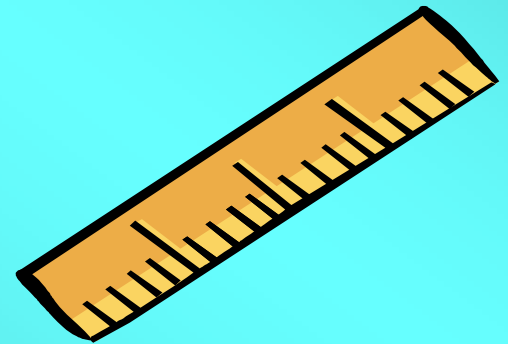
Completion of Math Requirements AA vs. AS FTIC Students (Fall 2000 Cohort)

Degree Type	Complete Prep Math in 2 Yrs	Complete 9 Hrs in 3 Yrs	Complete 3 Hrs Math/Sci in 3 Yrs	Complete 9 Hrs (AA) or 3 Hrs (AS) in 4 Yrs
AA Non College-Ready	52%	22%	N/A	27%
AA College-Ready	N/A	45%	N/A	48%
AS Non College-Ready	39%	N/A	34%	36%
AS College-Ready	N/A	N/A	60%	61%

Measure #1 – Completion of math and increased competency in math:

Types of data to date:

1. AA/AS completion of math requirements
2. 1st & 2nd attempt by math prep course, ethnicity, and Gateway course



Measure #2 – Increase % of students completing college prep sequence:

Types of data to date:

1. 1st & 2nd attempt by prep course, Gateway course, and ethnicity (English, math, reading)
2. Cohort progression over time
3. AA/AS prep completion



Measure #3 – Increase % of students reaching benchmarks or progression points post-prep and prior to graduation

Types of data to date:

1. Cohort progression over time
2. Gateway course success rates
3. Others, as interventions are set



Measure #4 – Increase graduation rates

Types of data to date:

1. Cohort progression over time
2. Retention, Fall to Spring and Fall to Fall
3. Others, as interventions are set



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