

Achieving the Dream Data Team

Meeting: April 30, 2008

Achieving the Dream – Data Team

Agenda – April 30, 2008

1. Unfinished business – questions from all previous meetings
2. Review of Two & Four Year Targets for Achieving the Dream Grant
3. First-time freshman by high school – ENG101 completion rates
4. Spring section size history
5. School to College reports by district – i.e. Lawrence H.S.

http://www.mass.edu/forinstitutions/prek16/documents/SchoolToCollegeReports/2005/2005_Lawrence_High_01490505.pdf

6. Maryland Model – status update
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Achieving the Dream

Goals / 2 – 4 Year Targets

Goal One: Mathematics: Improve outcomes for all students in all cohorts in Developmental and college level Mathematics.

Rationale: Data suggest that students struggle more with Developmental and college level Math than with any other discipline. Overall successful course completion rates in Basic Algebra II, the second highest enrolled course at the college, are 54%. Of those students who successfully complete Developmental Mathematics and attempt College Algebra, only 44% complete the course with a C or higher. Even students who do not progress through Developmental coursework only successfully complete College Algebra at a rate of 53%.

Goal Two: College Composition: Improve outcomes for all students in all cohorts in English Composition I.

Rationale: Like Math, college level Composition serves as a “gatekeeper” course, preventing many students from taking additional courses, completing degrees/certificates, and/or transferring. Only 56% of students across all cohorts successfully complete English Composition I.

Goal Three: Males in Developmental Reading and Writing: Improve outcomes for male students in Developmental Reading and Developmental Writing.

Rationale: Across academic disciplines and cohort categories, male students consistently succeed at a lower rate than female students at NECC. This difference is particularly striking in Developmental Reading, where only 49% of males successfully complete versus 66% of females; and in Developmental Writing, where only 48% of males successfully complete versus 59% of females.

Goal Four: 25 Years and Under in Developmental Reading and Writing: Improve outcomes for students 25 years and under in Developmental Reading and Developmental Writing. **Rationale:** Younger students (25 and under) succeed at a rate lower than older students (26 and older) across disciplines and cohort categories; particularly in Developmental Reading, where only 46% of younger students successfully complete vs 69% of older students; and in Developmental Writing, where 49% of younger students successfully complete vs 66% of older students.

Goal Five: Hispanic Students in Writing Courses: Improve outcomes for Hispanic students in Developmental Writing, and in the transition into and through college level Composition.

Rationale: The success of Hispanic students varies by course and by cohort category. While in some areas Hispanic students are as successful, or even marginally more successful than majority students, they are noticeably less successful in Developmental Writing, where 48% successfully complete compared to 59% of majority students; and in the transition into and through college level Composition, where 55% successfully complete compared to 64% of majority students.

Achieving the Dream - Summative Goals - Northern Essex Community College

	<u>Population</u>	<u>Course</u>	<u>Four Year Range</u>	<u>Fall 2006</u>	<u>Most Recent Trend</u>	<u>2 Year Goal</u>	<u>4 Year Goal</u>	<u>4 Year Expected Improvement over Fall 06</u>	<u>Average Yearly Improvement</u>
1a	All	MAT 022	50 - 54	54	+	57	60	6	1.5
1b	All	MAT120/130	44 - 59	44	-	50	60	16	4
2	All	ENG101	53 - 63	56	-	59	64	8	2

Achieving the Dream - Summative Goals - Northern Essex Community College

		Four		Most	2	4	4 Year		
<u>Population</u>	<u>Course</u>	<u>Year</u>	<u>Fall</u>	<u>Recent</u>	<u>Year</u>	<u>Year</u>	<u>Expected</u>	<u>Average Yearly</u>	
		<u>Range</u>	<u>2006</u>	<u>Trend</u>	<u>Goal</u>	<u>Goal</u>	<u>Improvement</u>	<u>Improvement</u>	
							<u>over Fall 06</u>		
3	Male	REA021	43 - 50	49	+	52	55	6	1.5
		WRT010	43 - 52	45	-	48	52	7	1.75
4	25 or younger	REA021	46 - 51	46	-	49	52	6	1.5
		WRT010	49 - 52	49	-	52	55	6	1.5
5a	Hispanic	WRT010	48 - 55	48	-	52	55	7	1.75
5b	Hispanic	ENG101	55 - 64	55	-	59	64	9	2.25

**Fall 2007 English 101 Course Completion Rates
NECC First-Time Freshmen***

High School	# Took ENG101	# Passed ENG101 (A-C)	Course Completion Rate
Amesbury HS	22	18	82%
Greater Lawrence Regional Voc-Tech	12	6	50%
Haverhill HS	51	30	59%
Lawrence HS	17	8	47%
Methuen HS	35	18	51%
Newburyport HS	8	2	25%
North Andover HS	23	10	43%
Pentucket Reg. Sr. HS	21	14	67%
Whittier Regional Voc-Tech HS	29	10	34%
All MA High Schools	299	155	52%
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Salem HS	20	12	60%
Timberlane Reg HS	26	12	46%
All NH High Schools	100	56	56%

*Graduated from HS on or after 6/1/2007

Section Size by Section Type - Historical Look		Updated - April , 2008																			
	<u>Fall 1999</u>	<u>Spring 2000</u>	<u>Fall 2000</u>	<u>Spring 2001</u>	<u>Fall 2001</u>	<u>Spring 2002</u>	<u>Fall 2002</u>	<u>Spring 2003</u>	<u>Fall 2003</u>	<u>Spring 2004</u>	<u>Fall 2004</u>	<u>Spring 2005</u>	<u>Fall 2005</u>	<u>Spring 2006</u>	<u>Fall 2006</u>	<u>Spring 2007</u>	<u>Fall 2007</u>	<u>Spring 2008</u>			
Evening	16.4	17.6	15.5	20.1	22.3	23.4	22.7	21.1	20.7	19.6	20.2	19.2	20.0	18.3	19.4	20.3	21.6	20.7			
Day-time, DCE	14.6	16.6	14.7	17.2	21.2	22.2	21.4	21.0	21.4	20.9	20.0	19.9	20.5	19.5	20.5	21.2	22.8	21.0			
State supported	16.3	18.5	15.4	17.6	20.9	20.3	22.6	21.0	21.1	19.9	20.0	20.1	20.9	19.1	20.8	20.3	20.6	21.1			
Contracts/other	12.3		12.9	14.8	14.1	13.3	14.7	14.3	13.8	na	11.0	16.3	11.7	10.5	11.4	11.8	14.7	11.4			
College-wide	16.1		15.2	18.1	21.1	21.4	22.1	21.0	20.9	20.1	19.9	19.7	20.4	18.8	20.1	20.4	21.5	20.8			
Historical Trends for Number of Sections																					
	<u>Fall 1999</u>	<u>Spring 2000</u>	<u>Fall 2000</u>	<u>Spring 2001</u>	<u>Fall 2001</u>	<u>Spring 2002</u>	<u>Fall 2002</u>	<u>Spring 2003</u>	<u>Fall 2003</u>	<u>Spring 2004</u>	<u>Fall 2004</u>	<u>Spring 2005</u>	<u>Fall 2005</u>	<u>Spring 2006</u>	<u>Fall 2006</u>	<u>Spring 2007</u>	<u>Fall 2007</u>	<u>Spring 2008</u>			
Evening	247	288	270	214	226	207	242	257	264	263	260	280	293	304	318	299	277	270			
Day-time, DCE	206	196	233	125	164	134	200	181	201	211	257	201	249	233	251	227	253	204			
State supported	290	278	271	328	305	303	292	269	305	280	304	297	303	302	300	277	308	312			
Contracts/other	38		22	55	26	27	13	7	10	3	6	4	6	11	10	12	12	10			
College-wide	781		796	722	721	671	747	714	780	757	827	782	851	850	879	815	850	796			

Note: Sections with enrollment of 1 to 5 are not included as they are directed studies per Academic Affairs.



Massachusetts School-to-College Report

Lawrence High, Lawrence, MA High School Class of 2005

About this report

This report, created collaboratively by the Massachusetts Department of Higher Education and the Massachusetts Department of Elementary and Secondary Education, provides postsecondary outcome data on students who graduated from your high school in 2005 and enrolled in a Massachusetts public college or university in fall 2005. Every public high school with 10 or more graduates enrolling in public colleges will receive its own report.

We hope that these data will serve as a catalyst for discussion and action among your fellow educators, school board, and community in understanding the relationship between high school and college academic performance. Ultimately, this dialogue should help us reach our goal of college and career readiness and success for every graduate.

Questions this report can answer

- How many of your graduates enrolled in public colleges and universities? Which institutions did they attend? (See pages 2 and 6.)
- How do enrollment patterns vary across student groups? (See pages 2 and 3.)
- How many of your graduates enrolled in developmental (remedial) courses in college, and in what subjects? (See page 4.)
- How many of your graduates re-enrolled for a second year? (See page 5.)

Understanding Your Report

The *School-to-College Report* is drawn from a new database that links public K–12 and higher education data. This report contains information on high school students who graduated or obtained a certificate of attainment from a Massachusetts public high school in spring 2005 and enrolled in a Massachusetts public postsecondary institution in fall 2005. This group of students will be referred to as the 2005 School-to-College Cohort throughout the report.

Please note that the report does not include information on students who attended private high schools in Massachusetts, nor on any public high school graduates who enroll in a Massachusetts private college or an out-of-state college or university.

Measures have been taken to comply with the Family Educational Rights and Privacy Act (FERPA) so that no combinations of data found in this report can be easily traced to an individual student. Results based on counts of zero to five students have been suppressed and replaced with “na” (not available).

Please refer to Appendix A for additional information about the indicators and terms in this report and to Appendix B for frequently asked questions and answers.

Contact Information

For specific questions about the data and terminology used in this report, please e-mail school_to_college@bhe.mass.edu.

For general information concerning the School-to-College Report and college readiness initiatives, please contact:

Massachusetts Department of Higher Education
One Ashburton Place, Room 1401
Boston, MA 02108
<http://www.mass.edu>
617-994-6950

Massachusetts Department of Elementary and Secondary Education
350 Main Street
Malden, MA 02148
<http://www.doe.mass.edu>
781-338-3108

A state report summarizing statewide trends on these indicators is also available at <http://www.doe.mass.edu/research/reports/research.html> and at <http://www.mass.edu/reports/>.

A. Fall 2005 College Enrollment of 2005 Massachusetts Public High School Graduates

	School		District		State	
1. Number of public high school graduates in 2005	363		363		59,664	
2. Number and percentage of high school graduates who enrolled as new students in public postsecondary education in fall 2005	182	50%	182	50%	19,407	33%

B. Characteristics of the 2005 School-to-College Cohort

3. Characteristics of public high school graduates who enrolled at public postsecondary institutions as **new** students in fall 2005

	School	District	State
a. African American	na	na	7%
Asian/Pacific Islander	8%	8%	5%
Hispanic	81%	81%	7%
White	8%	8%	81%
b. Female	59%	59%	53%
Male	41%	41%	47%
c. Limited English Proficient	25%	25%	5%
d. Low Income	71%	71%	17%
e. Special Education	3%	3%	12%

4. Number and percentage who enrolled as **new** students at public postsecondary institutions in fall 2005 by institution segment

	School		District		State	
	#	%	#	%	#	%
State University	39	21%	39	21%	5,871	30%
State College	32	18%	32	18%	4,924	25%
Community College	111	61%	111	61%	8,612	44%

Notes:

Throughout the report, results based on fewer than six students (including both raw numbers and calculated percentages) have been suppressed and replaced with "na" (not available).

The School-to-College Cohort are the students who graduated from a Massachusetts public high school and enrolled in a Massachusetts public postsecondary education institution.

B. Characteristics of the 2005 School-to-College Cohort (continued)

5. Number and percentage who enrolled as **new** students at public postsecondary institutions in fall 2005 by institution segment and student characteristics

	School		District		State	
	#	%	#	%	#	%
African American						
State University	na	na	na	na	315	24%
State College	na	na	na	na	236	18%
Community College	na	na	na	na	766	58%
Asian/Pacific Islander						
State University	na	na	na	na	465	51%
State College	na	na	na	na	106	12%
Community College	9	64%	9	64%	349	38%
Hispanic						
State University	30	20%	30	20%	217	16%
State College	28	19%	28	19%	217	16%
Community College	90	61%	90	61%	946	69%
White						
State University	na	na	na	na	4,865	31%
State College	na	na	na	na	4,353	28%
Community College	8	53%	8	53%	6,533	41%
Limited English Proficient						
State University	na	na	na	na	262	25%
State College	na	na	na	na	132	13%
Community College	38	83%	38	83%	635	62%
Low Income						
State University	30	23%	30	23%	764	23%
State College	21	16%	21	16%	534	16%
Community College	78	60%	78	60%	2,060	61%
Special Education						
State University	na	na	na	na	281	12%
State College	na	na	na	na	399	17%
Community College	na	na	na	na	1,733	72%

C. Academic Preparation of the 2005 School-to-College Cohort

	School	District	State
6. Average cumulative high school GPA	3.1	3.1	3.1
7. Average SAT scores			
Math	440	440	536
Verbal	432	432	526
Combined	872	872	1,061
8. Percent who took an AP course in high school	20%	20%	20%

Note: High school GPA and SAT scores are only available for those graduates who enrolled in a four-year public postsecondary institution.

D. Enrollment of the 2005 School-to-College Cohort in Developmental Coursework

	School	District	State
9. Percentage enrolled in developmental coursework during fall 2005 overall and by subject			
Enrolled in one or more developmental subjects	52%	52%	37%
Enrolled in any developmental coursework by subject			
Math	35%	35%	29%
Reading	25%	25%	11%
Writing	29%	29%	15%

Note: Students may enroll in more than one developmental subject per semester.

	School	District	State
10. Percentage enrolled in developmental coursework during fall 2005 by student characteristics			
a. African American	na	na	58%
Asian/Pacific Islander	na	na	33%
Hispanic	55%	55%	58%
White	40%	40%	33%
b. Limited English Proficient	50%	50%	50%
c. Low Income	55%	55%	52%
d. Special Education	na	na	62%

11. Percentage of students enrolled in developmental math by 10th grade MCAS mathematics performance level

	School	District	State
Advanced	na	na	4%
Proficient	30%	30%	20%
Needs Improvement	40%	40%	50%

12. Percentage of students enrolled in developmental reading by 10th grade MCAS ELA performance level

	School	District	State
Advanced	na	na	na
Proficient	9%	9%	4%
Needs Improvement	34%	34%	28%

E. College Outcomes of the 2005 School-to-College Cohort

13. Number enrolled as **first-time, full-time, degree-seeking**, students in fall 2005 by segment

	School	District	State
State University	32	32	5,725
State College	32	32	4,851
Community College	67	67	6,876
Total	131	131	17,452

Note: Counts may not match the counts in Item 4 because this table excludes students who initially enrolled as non-degree-seeking or less than full-time.

14. First-to-second year persistence rates of students who enrolled in fall 2005 as **first-time, full-time, degree-seeking** students

	School	District	State
Overall persistence rate	76%	76%	81%

By postsecondary segment of initial institution

State University	81%	81%	92%
State College	84%	84%	88%
Community College	69%	69%	67%

Note: Persistence refers to students who enroll one fall and return the next fall, whether at the same institution or another public, private, or out-of-state institution.

15. First-to-second year persistence rate by student characteristics

	School	District	State
a. African American	na	na	74%
Asian/Pacific Islander	73%	73%	83%
Hispanic	76%	76%	69%
White	73%	73%	82%
b. Limited English Proficient	87%	87%	80%
c. Low Income	74%	74%	71%
d. Special Education	na	na	74%

E. College Outcomes of the 2005 School-to-College Cohort (continued)**16. Average college GPA earned during first year by student characteristics**

	School	District	State
Overall	2.6	2.6	2.8
a. African American	na	na	2.5
Asian/Pacific Islander	2.9	2.9	2.8
Hispanic	2.6	2.6	2.5
White	2.9	2.9	2.8
b. Limited English Proficient	2.7	2.7	2.7
c. Low Income	2.7	2.7	2.6
d. Special Education	na	na	2.4

17. Average number of college credits earned during first year by student characteristics

	School	District	State
Overall	25.6	25.6	26.5
a. African American	na	na	22.8
Asian/Pacific Islander	29.6	29.6	27.2
Hispanic	25.3	25.3	23.3
White	26.3	26.3	26.9
b. Limited English Proficient	25.4	25.4	24.5
c. Low Income	25.5	25.5	23.6
d. Special Education	na	na	22.3

Notes: College outcomes are reported for first-time, full-time, degree-seeking students who returned to their original institution in fall 2006. A typical full-time student enrolls in 12 to 15 credits per semester.

F. Enrollment by Institution of the 2005 School-to-College Cohort**18. Top public postsecondary institutions where your high school graduates enrolled**

Postsecondary Institutions	Number of Students Enrolled
Middlesex Community College	61
Northern Essex Community College	48
University of Massachusetts Lowell	29
Salem State College	25
University of Massachusetts Amherst	7

Appendix A: Important definitions and notes

New students are defined as students who had never registered at their current postsecondary institution prior to 2005.

First-time, full-time, degree-seeking students are defined as first-time students who enrolled full-time in a degree program at a postsecondary educational institution in Massachusetts. This definition excludes new students who are non-degree-seeking or enrolled less than full-time.

Limited English Proficient students were identified as having limited English proficiency while in high school.

Low income students were eligible for free or reduced-price lunches in their senior year in high school.

Special education students received special education services while in high school.

Segment refers to the category of public institution attended: community college, state college, or state university.

Massachusetts Comprehensive Assessment System (MCAS) levels refer to a student's highest level of achievement on the grade 10 mathematics and English language arts (ELA) tests.

Average cumulative high school GPA is the GPA reported by the postsecondary institution at the time the student was admitted. High school GPA is not available for students enrolled at community colleges; these institutions have an open enrollment policy and therefore do not collect this information.

SAT scores are those reported at the time the student was admitted. If more than one set of SAT scores was received, the student's highest score is reported. SAT scores are not available for students enrolled at community colleges.

Advanced Placement (AP) courses shows whether or not a student took at least one AP course in high school, as reported to the Department of Elementary and Secondary Education.

Developmental courses are designed to prepare students for college-level work. Developmental course credits do not count toward a degree. Students generally enroll in these courses based on their performance on placement exams.

Enrolled in developmental coursework refers to students who were enrolled in at least one developmental course in the fall semester. Developmental courses may cover a single subject or multiple subjects and may meet for a full academic term or less.

Persistence (also called retention) refers to students who enroll one fall and return the next fall anywhere, whether at the same institution or another public, private or out-of-state institution. Persistence rates are available only for first-time, full-time, degree-seeking students.

Average college GPA is only reported for first-time, full-time, degree-seeking students who persisted at their original postsecondary institution and reflects the GPA earned during the first year. Data on transfer students are not included.

Average credits earned are only reported for first-time, full-time, degree-seeking students who persisted at their original postsecondary institution and reflect credits earned during the first year.

Enrollment by institution shows the top five public postsecondary institutions where new students enroll. The list may include up to eight schools because of ties.

Appendix B: Frequently Asked Questions

Why are we receiving class of 2005 data now? When will future reports be available?

To provide meaningful data on college outcomes, such as credits earned and persistence rates, we must follow students for at least one year after they have enrolled in college. Future reports will generally be delivered each spring approximately two years after the cohort's high school graduation.

Why doesn't this report include college graduation rates?

Most of the class of 2005 will not yet have completed their degree programs, so college graduation rates are not yet meaningful for this group.

A lot of information appears to be missing from my high school's report. Why is this?

In order to protect student confidentiality, results based on fewer than six students (including both raw numbers and calculated percentages) have been suppressed and replaced with "na" (not available).

Can I get my school's data in another format?

Schools are invited to request additional comparisons of aggregate data. Student data confidentiality laws prevent us from providing schools with college enrollment and performance data for individual students.

For the persistence indicator, how can you track the enrollment of students who transfer to an out-of-state or private institution? Can you track the enrollment of my school's graduates at these institutions?

The Department of Higher Education contracts with the National Student Clearinghouse to track students who enroll at public postsecondary institutions in Massachusetts and then leave to enroll at another institution of higher education including private and out-of-state institutions. High schools interested in tracking their own graduates should contact the National Student Clearinghouse at <http://www.studentclearinghouse.org/highschools/default.htm>.

How many public colleges and universities are there in Massachusetts?

Massachusetts has 29 public postsecondary institutions: 15 community colleges, 9 state colleges, and 5 University of Massachusetts campuses. Data for the University of Massachusetts Medical School in Worcester are not included in this report because it only enrolls graduate students.

Community Colleges (CC)

Berkshire CC, Bristol CC, Bunker Hill CC, Cape Cod CC, Greenfield CC, Holyoke CC, Massachusetts Bay CC, Massasoit CC, Middlesex CC, Mount Wachusett CC, North Shore CC, Northern Essex CC, Quinsigamond CC, Roxbury CC, Springfield Technical CC

State Colleges (SC)

Bridgewater SC, Fitchburg SC, Framingham SC, Massachusetts College of Art and Design, Massachusetts College of Liberal Arts, Massachusetts Maritime Academy, Salem SC, Westfield SC, Worcester SC

State University Campuses

University of Massachusetts Amherst, University of Massachusetts Boston, University of Massachusetts Dartmouth, University of Massachusetts Lowell, University of Massachusetts Worcester