

Progression of AtD Cohort Students by Gender and Ethnicity

Fall 2003, Fall 2005 through Fall 2012

Executive Summary

Achieving the Dream (AtD) progression reports, using the "Valencia" model of colored boxes, have been produced since 2009 to provide longitudinal information on our First-time-at-HCC Fall AtD Cohorts. The reports provide information on significant milestones reached by selected subgroups of Fall Cohorts, with comparative profiles between developmental versus college-level students. While providing similar size (n) and rate (%) information, the new reports offer tables and color-coded trend charts ("sparklines" in Microsoft Excel 2010) to aid with interpretation and analysis.

The observations and conclusions drawn from this data can be summarized into four parts:

- 1) the proportions of subgroups to the overall cohort;
- 2) the level of college readiness of the subgroups upon entering HCC;
- 3) the rate and trend of subgroup progressions through developmental levels of each subject; and
- 4) the rate and trend of subgroups completing gatekeepers and programs.

Because a major goal of AtD, THECB's *Closing the Gaps*, and HCC has been to increase the number of minority students – referring to Blacks and Hispanics, the expected increase in the **proportion** of first-time-at-HCC minority students would naturally result in fewer non-minorities. Unfortunately, the proportion of Hispanics, both male and female, did not show increasing trends as expected, with both having decreasing proportions for the last three cohorts. HCC Hispanic enrollment remains 10% less than adult Hispanic proportions in HCC's service area.

As to the **level of college-readiness**, all subgroups experienced the expected decreasing trends in English and Reading referral to developmental coursework, with one exception. Black females experienced flat trends for both developmental and college-level Reading. Overall, Black males and females had the highest referral rates to both developmental English and Reading, but Black females' rates exceeded even their male counterparts. Trend evidence shows that those referred were less likely to successfully progress through program completion.

College-level placement trends for all subgroups have been essentially flat over the past ten years, with the exception of White females' desirable increasing trend. Referral to developmental Math has been analyzed overall and at each cut level. A decreasing overall developmental Math referral trend only occurred for White females and Asians/Others males and females, the rest had flat trends for this measure with rates running in the mid-60% for minorities. However, if one looks at the developmental referral trends for low-, mid-, and top-level Math, all but Blacks show better pre-college Math preparation with falling or flat trends for the lower levels, and increasing trends for the top-level. Unfortunately, the Black subgroup, especially females, had increasing trends in low-Math referral with recent rates in the low 40%, compared to below 30% of their counterparts. The likelihood of receiving an award or degree in four years for any student referred to low-Math ranges between six and twelve percent, with Black students at less than ten percent.

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Progression through the developmental sequence is contingent on early continual remediation, focusing on successful completion of at least one developmental course within the first year and all developmental coursework within two years. One would expect increasing success rates and trends for both of these progression measures over the past ten years. This was true for developmental English with all subgroups having increasing trends, with the exception of Asian/Other males and females, who had flat trends. Besides Asians, the Asian/Other ethnic category includes all students who declared some other ethnic category, or multiple categories, or none at all. Although Asians and Pacific Islanders make up 80% of the subgroup, the remaining can skew analysis and may be omitted entirely in future reports. Analysis of the progression of Asian/Pacific Islander through developmental English and Reading is likely confounded by some of them having been enrolled in ESOL coursework.

For the other six ethnic/gender subgroups, Hispanic and White females had the highest recent successful completion rates in the upper 40% with increasing trends for developmental English. However, with developmental Reading, Hispanic females had a decreasing trend, although the recent rates were still in the 50%. Hispanic males had the lowest rates and decreasing trends for completion of the developmental Reading sequence, leading to low likelihood (< 10%) to attain any award or degree.

Completion of the developmental Math sequence appears to be less correlated with the student's chosen program of study. This was especially evident for minority students who had decreasing trends for completion of any developmental Math in their first year, yet had increasing trends for program completions. Of students beginning in low-level Math, about half of each subgroup successfully completed at least one course within a year, but less than 20% completed the series within two years, and all exhibit flat trends except Hispanic and Asian/Other females, who had decreasing trends. At the mid-level Math start point, trends were flat or increasing except for Hispanic males' decreasing trend. And finally, although slow to start, two-year sequence completion rates for top-level Math initiates were significantly higher for all subgroups, but only Hispanic females and Asian/Other subgroups exceeded the 50th percentile.

These final paragraphs provide the gatekeeper and program completion conclusions. Focusing first on **gatekeeper completion** at the subject level, most of the decreasing trends were for students placed at college-level – in particular, for college-level Math Hispanic females, Whites, and Asian/Other subgroups. The Asian/Other subgroup also had decreasing trends for College-Level Reading. Developmental English-referred Hispanic males had the only decreasing trend at the subject level. However, for developmental Math, several other subgroups experienced decreasing trends. At low-level Math, the Asian/Other males and females, as well as White and Hispanic females, had decreasing trends for completion of a gatekeeper. Hispanics experienced decreasing trends at mid-level Math; and White and Black males had decreasing gatekeeper completion trends at top-level Math. However, for all subgroups referred to top-level Math and for both Asian/Other subgroups referred to developmental English and/or Reading, recent 3-year gatekeeper completion rates did exceed those of their college-level counterparts.

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As previously stated, decreasing **program completion** trends did not necessarily follow decreasing gatekeeper completion trends. The highest recent rates (at or above 25%) and increasing trends for receiving degrees/awards were achieved by Asian/Other females referred to developmental English, Reading, or top-level Math, and by White and Hispanic females referred to top-level Math. Unfortunately, several developmentally-referred subgroups only achieved program completion rates of 10% or less, including: Black females and Hispanic males in developmental English; Black females, Black males and Hispanic males in developmental Reading; all subgroups except Hispanic females and Asian/Other males in low-level developmental Math; and Black males in mid-level developmental Math.