Achieving the Dream Preliminary Historical Data Findings
Historical Data Findings

This fall our college submitted three years of historical data to use on student outcomes to determine areas that need improvement. Our college submits data for each cohort and each semester. A student general record file is submitted for each student that contains student demographics, high school information, and application data. A term record is submitted for each term and reflects the student’s grade point average, credits attempted, credits earned, etc. Term records include students from each cohort beginning with 2008.

This report reflects the data on 3,580 students who are included in the fall 2008, 2009, and 2010 cohorts. The report includes demographic information including the student’s full-time/part-time status, gender, age group, and ethnicity. The financial aid profiles of the students as well as the cohort developmental referral breakdowns by age, ethnicity, and gender reports have been generated. The average credit hours attempted, grade point average, completion rate, and gatekeeper course data is also broken down by age, ethnicity, and gender reports. The overall completion rate of the cohorts is also included.

Additionally, comparison data reports for Athens Technical College developmental students to 176 other institutions are included. In looking at our data comparisons, our overall performance in developmental English, Math, and Reading was much higher than the comparison group averages. Funnel reports and longitudinal data breakdown by diploma and degree levels complete our summary report.

Based on the data, we have noted the following items as significant findings:

- The largest age group of students referred to English, Math, and Reading are the <=19 year olds; we are conducting further research to break down the referrals by high school/county.
- Students are more successful if they complete their learning support and gatekeeper classes in the first year.
- Many math students who exempt the placement test are not successful in gatekeeper courses. Do we need to revisit our requirements for SAT/ATC score benchmarks and/or length of time since the test was taken by students for math scores, refresher options, or the possibility of a math test for all students?
- We have many students who are transferring to other colleges and this is not being captured in Banner. If we were to have these numbers, students who transfer to other colleges would count as a completer/transfer student and our overall completion rates would improve. We are setting up an account with the National Student Clearinghouse so that we can determine if our students who have not returned to the college are going to other schools.
- Results show low percentages of credit completion by black students.
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ATD Cohort

A cohort is a group of students who are first-time degree or certificate seeking students new to Athens Technical College during the fall term, including students who were previously enrolled as dual-enrollment high school students. In our historical data we have fall cohorts for 2008, 2009, and 2010.

More specifically a cohort includes:

All award-seeking students entering the institution for the first time during the fall term, including students who are enrolled:
- full- and part-time
- in courses that are part of a vocational or occupational program
- in off-campus centers and those enrolled in distance learning/home study programs
- taking remedial courses if the student is considered award-seeking for the purpose of student financial aid determination

A student who is designated as a member of the specified cohort remains in that cohort, even if the student:
- Transfers to another institution.
- Drops out of the institution.
- Stops out of the institution (skips one or more enrollment periods).
- Has not fulfilled the institution’s requirements to receive a degree or certificate.
Demographic profile
ATD Cohort

Bar Graph of 2008, 2009, 2010 cohort total count data

Bar Graph of the full-time and part-time status of the 2008, 2009, 2010 cohort

Explanation: Total cohort count and FT/PT credit students in the Fall semester of each cohort year
Key Observations: From 2008-2010 there is an overall 27% increase in the number of students in these cohorts.
**Cohort Gender**

**Explanation:** Represents the distribution (frequency table) of males and females in the cohorts.

**Key Observations:** The majority of students within each cohort year are female, and there is a consistent pattern over all three years of the cohort data.
Cohort by Age
2008

2009

2010

Explanation: Represents the age distribution of the three cohort groups using the same age categories as other college studies. 
Key Observations: The majority of students in each cohort year are under the age of 30; in the 2009 cohort year, there is an increase in the number of students in the 30-49 age groups.
**Explanation:** Represents the race/ethnicity distribution of the three cohort years.
**Key Observations:** As a percentage of the whole, there is an increase in the Black/African American population with an associated decrease in the White population.

**Issues & Considerations:**
There was an issue with missing ethnicity identification in the first two cohorts but all are identified in the third cohort.
Financial Aid Profile

Explanation: Pell Status for each cohort year

Key Observation: The number of students that are on Pell ("Yes") increases by 116% from 2008 to 2010. The number of students that are not on Pell ("No") increases by 44% from 2008 to 2010.
Developmental placement profile

Developmental English

Explanation: Number and percentage of students referred to developmental English
Key Observation: Referral rate is declining from 08 to 09 and from 09 to 10

Developmental Math

Explanation: Number and percentage of students referred to developmental Math
Key Observation: Math Developmental course referral rate increases over time
Developmental Reading

Explanation: Number and percentage of students referred to developmental Reading

Key Observation: Developmental Reading Referral rate increases over time
ATD Cohort Referral by Age

Developmental English

Developmental Math

Developmental Reading

**Explanation:** Number and percentage of students referred to Developmental Math, English and Reading by Age.

**Key Observation:** Students in the less than or equal to 19 years old group have the highest referral rate.
ATD Cohort Placement Testing by Ethnicity

Developmental English

**Explanation:** Number and percentage of students referred to developmental English

**Key Finding:** Black Ethnicity Group has high Referral Rate percentage; white ethnicity group has the largest number of referred students.
**Students Referred to Developmental Math**

**Explanation:** Number and percentage of students referred to developmental Math

**Key Finding:** Black Ethnicity Group has high Referral Rate percentage; white ethnicity group has the largest number of referred students.
Students Referred to Developmental Reading by Ethnicity

Explanation: Number and percentage of students referred to developmental Reading

Key Finding: Black Ethnicity Group has high Referral Rate percentage along with Hispanic and non-resident.
Referral by Gender
Developmental English

Developmental Math

Explanation: Number and percentage of students referred by Age to Developmental English, Math and Reading

Key Finding: Female has higher referral rate in all three cohorts
Average Credits Attempted by Cohorts

### Explanation: Average credits attempted by cohort

#### Key Observations:
- Overall the credits attempted in the 2nd yr is lower than credits attempted during 1st yr
- Average credits attempted in the 3rd yr is lower than 2nd and 1st yr

Credits Attempted by Age

### Explanation: Credits Attempted by Age

#### Key Observations:
The students in the less than or equal to 19 take less credit hours in the first year compared to the other age groups.
Credits Attempted by Ethnicity

**Explanation:** Credits Attempted by Ethnicity

**Key Observations:** Students in many ethnicity groups take more credit hours in the 1st year and decrease in the second and third.
Credits Attempted by Gender

**Explanation:** Credits Attempted by Gender

**Key Observations:** Credit hrs attempted in the 1st yr are close for male and female, female students take significantly less credit hrs in the 2nd yr, both male and female take much less credit hrs in the 3rd yr
GPA Information by Age

Explanation: Overall GPA by age
Key Observation Students 19 and under have lower GPA in first and second year improving in the third year in cohort 08.
GPA Information by Ethnicity

**Explanation:** Overall GPA by Ethnicity

**Key Observation: Issues & Considerations:** There was an issue with missing ethnicity identification in the first two cohorts but all are identified in the third cohort. Native American, White, and Asian/Pacific Island had the highest GPA’s from cohort year 10.
GPA Information by Gender

**Explanation:** Overall GPA by gender

**Key Observation** Female students start with a higher GPA, but males catch up in year three for cohort 2008
Completion Rate By Age

**Explanation: Overall completion rate by age**

**Key Observation:** Students (<=19) have low completion rate; while (>=25) achieve much higher completion rate.
**Completion Rate by Ethnicity**

**Credit Completion Rate 08' Cohort (%)**

- Missing
- Native American
- Asian/Pacific Island
- Black
- White
- Hispanic
- Non-resident alien/Other

**Credit Completion Rate 09' Cohort (%)**

- Missing
- Native American
- Asian/Pacific Island
- Black
- White
- Hispanic
- Non-resident alien/Other

**Credit Completion Rate 10' Cohort (%)**

- Native American
- Asian/Pacific Island
- Black
- White
- Hispanic
- Non-resident alien/Other

**Explanation:** Overall completion rate by ethnicity

**Key Observation:** In comparison to other groups black student’s credit completion rate is lower.
Completion Rate by Gender

**Explanation:** Overall completion rate by gender

**Key Observation** In 08’ and 09’ cohort, male students had lower completion rate in the 1st yr; the percentage goes up in the 2nd and 3rd year.
Gatekeeper Course Data
Gatekeeper English Completion by Age

![Completion by Age Chart]

**Explanation:** Gatekeeper English Completion by Age

**Key Observation:** Students <=19 have high success percentages in Gatekeeper English and this percentage increases in the second and third year.
Gatekeeper Course Data
Gatekeeper English Completion by Ethnicity

Explanation: Gatekeeper English Completion by Ethnicity
Key Observation: Data volume of some of the ethnicity groups is low, the rate number isn't reliable, eg. only 1 hispanic in 08' cohort. There are no missing ethnicity groups in the third cohort and it is showing that Blacks and Hispanics have the lowest completion rate in 2010 cohort's first year.
**Gatekeeper Course Data**

Gatekeeper English Completion by Gender

![Completion by Gender - Gatekeeper English (%)](image)

**Explanation:** Gatekeeper English Completion by Gender

**Key Observation:** Female students have a higher completion rate in all years. Both males and female percentages increase in the second and third year.
Gatekeeper Course Data
Gatekeeper Math Completion by Age

**Explanation:** Gatekeeper Math Completion by Age

**Key Observation:** The 19 or younger age group has the highest completion level and the second highest group is the 30 or older.
**Gatekeeper Course Data**

**Gatekeeper Math Completion by Ethnicity**

![Completion by Ethnicity - Gatekeeper math (%)](image)

**Explanation:** Gatekeeper Math Completion by Ethnicity

**Key Observation:** Data volume of some of the ethnicity groups is low, the rate number isn't reliable, eg. only 1 Hispanic in 08' cohort. There are no missing ethnicity groups in the third cohort and it is showing that black has the lowest completion rate in the 2010 cohort.
Gatekeeper Course Data
Gatekeeper Math Completion by Gender

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
<th>Male</th>
<th>Female</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>20%</td>
<td>60%</td>
<td>30%</td>
<td>40%</td>
<td>10%</td>
<td>50%</td>
</tr>
<tr>
<td>2009</td>
<td>40%</td>
<td>50%</td>
<td>30%</td>
<td>40%</td>
<td>10%</td>
<td>50%</td>
</tr>
<tr>
<td>2010</td>
<td>20%</td>
<td>60%</td>
<td>30%</td>
<td>40%</td>
<td>10%</td>
<td>50%</td>
</tr>
</tbody>
</table>

**Explanation:** Gatekeeper Math Completion by Gender

**Key Observation:** Females have a higher percentage completion rate of Gatekeeper Math.
 Credential Completion Rate or Transfer Overall

Examination: Overall completion rate by cohort
Key Observation: 2009 cohort has much higher 1st & 2nd year completion rate than 2008 cohort; 2nd yr completion rates for 09 and 08 cohorts are 21% and 9% respectively.
Many first year completions are technical certificates of credit.
Banner does not capture students who transfer from our college to another college, this transfer information would improve our completion rate/transfer overall percentages.
Comparison Data of ATC Developmental Math to 176 other Institutions

Explanation: Comparison Data of ATC Developmental Math since initial enrollment to other ATD colleges

Key Observation: Our percentages that attempted any developmental math, completed any developmental math, and % completed highest is higher than our comparison group year one through year nine.
### Comparison Data of ATC Developmental English

**Explanation:** Comparison Data of ATC Developmental English since initial enrollment to other ATD colleges

**Key Observation:** Our percentages that attempted any developmental English, completed any developmental English, and % completed highest is higher than our comparison group year one through year nine.
Comparison Data of ATC Developmental Reading

Explanation: Comparison Data of ATC Developmental Reading since initial enrollment to other ATD colleges

Key Observation: Our percentages that attempted any developmental Reading, completed any developmental Reading, and % completed highest is higher than our comparison group year one through year nine.
Comparison Data of ATC Gatekeeper Math

Explanation: Comparison Data of ATC Gatekeeper Math since initial enrollment to other ATD colleges

Key Observation: Our percentages that attempted and % completed is higher than our comparison group year one through year nine.
Comparison Data of ATC Gatekeeper English

Explanation: Comparison Data of ATC Gatekeeper English since initial enrollment to other ATD colleges

Key Observation: Our percentages that attempted and % completed is higher in year two than our comparison group year one through year nine.
Math Funnel Concept Fall 2009

- 357 (36%) students attempted Math 099
- 260 (42%) did not receive recommendations
- 365 (58%) took Compass
- 184 (50%) received MATH 0099 recommendations
- 73 (40%) passed Math 099

- 61 (84%) of the students passed Gateway
- 61 Students, 17% Pass GW who have exempted
- 42 Students, 16% of Zero Recommendation Pass GW
- 17 Students, 6% of Zero Recommendation who Attempt Math 099 Pass GW

- 625 (64%) of the students took the Gateway
- 39 (85%) passed Gateway
- 39 students, 21% of Math 099 Recommendation who pass GW
Developmental Math – Gateway Success Funnel
Developmental Math Gateway Success Outcomes

Explanation: Figure represents the student success outcome for Developmental Math and illustrates the course taking behavior of students within the Developmental Analysis Cohort (those students who took Compass) Key observations: Students recommended for developmental math who took and passed the developmental course had comparable success in gateway math to those students who tested college ready in Math.
English Funnel Concept Fall 2009

See next page for details
Developmental English – Gateway Success Funnel
Developmental English Gateway Success Outcomes

Explanation: Figure represents the student success outcome for Developmental English and illustrates the course taking behavior of students within the Developmental Analysis Cohort (those students who took Compass).
Degree and Diploma First Year Success Rates

Degree Math

**Explanation:** Degree Math Longitudinal Data

**Key Observation:** Shows that the success rate for Degree Math is better in the first year.
Degree and Diploma First Year Success Rates
Degree English

Explanation: Degree English Longitudinal Data
Key Observation: Shows that the success rate for Degree English is better in the first year.
Explanation: Diploma Math Longitudinal Data

Key Observation: Shows that the success rate for Diploma Math is better in the first year.
Explanation: Diploma English Longitudinal Data

Key Observation: Shows that the success rate for Diploma English is better in the first year.