

## First Year Completion of Math and English: Supporting College Success Webinar December 10, 2024

### Questions and Answers

- **I'm curious if you will be looking at the data in relation to placement test info? (For example, if the student did not place into ENG 100 or MATH 100/103 or greater; and whether or not the student took a placement test or used alternate means of placement?)**

No. We looked at enrollment into English and Math. There are various routes for students to place into college level coursework - including waivers or overrides.

- **In case it's not mentioned, does enrollment into English and Math include those numbered below 100? [slide 5]**

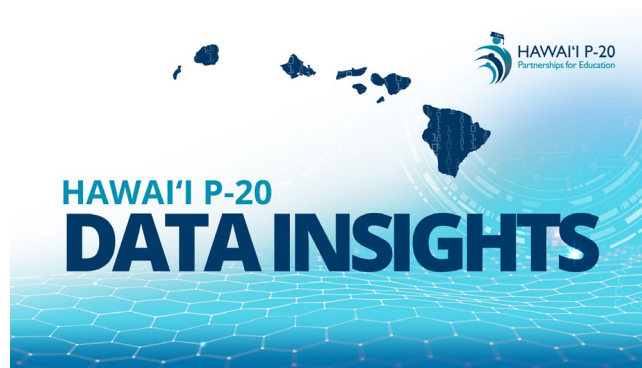
Yes, courses numbered below 100 are included in "college-level course" enrollment counts if the course fulfills an associate degree requirement and does not fit University of Hawai'i's (UH) remedial or developmental definition.

- **To be clear, a "cohort" is only made up of first-time, first-year students at all UH campuses? [slide 2]**

Yes.

- **Regarding these percentages of students who earned only a math credit OR only an English credit by the end of the first year reflect, is there data about if these students did not earn a credit because they enrolled but failed the course, or because they did not enroll in a math or English course in their first year? [slide 6]**

Students with one or the other category - would fall into the attempt for the subject or did not enroll. We'd have to go back and parse through for the exact numbers.



- **How do these UH rates of earning awards within 6 years, compare with other universities?**

For this webinar, we looked only at UH data. The National Student Clearinghouse® has a report on completion rates updated for the incoming cohort of 2017: <https://www.studentclearinghouse.org/nscblog/progress-in-national-college-completions-remain-stalled/>.

The National Center for Education Statistics also produces aggregated information by institution type for 2- and 4-year degrees: public, private non-profit, and private for-profit:

<https://nces.ed.gov/ipeds/search/viewtable?tableId=36416&returnUrl=%2Fsearch>.

- **For Pacific Islander students, are you able to disaggregate the data further by 2-year and 4-year campus? [slides 3, 9, 12, 15, 18, 22, and 24]**

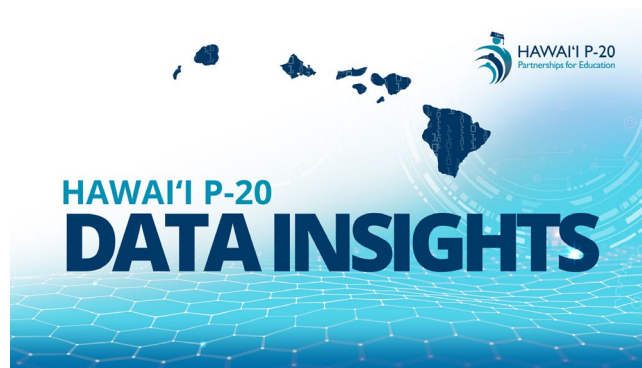
Technically yes - but this was not the focus of the overall analysis. Pacific Islanders are also the smallest population and small cell sizes would be redacted to protect confidentiality/privacy of the students.

- **Did that last slide [slide 14] say that students who did not enroll in English did better?**

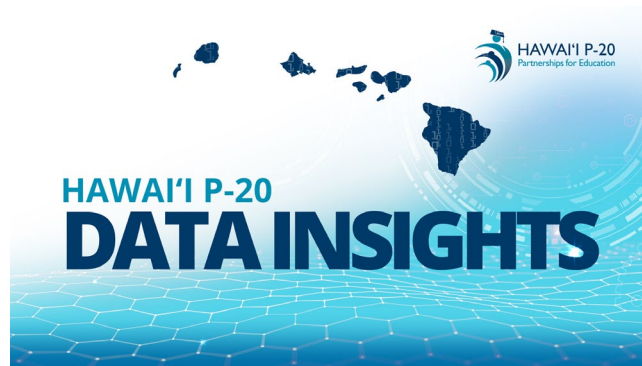
Yes, 31% of students who Did Not Enroll in college-level English in the first year earned an award within 6 years, whereas only 10% of students who attempted, but did not earn credit in college-level English in their first year, earned an award within 6 years.

- **Is the data also broken down by majors? There are some vocational/technical programs in which taking English/math in the first year may throw off the track to graduation.**

We did not pull in majors for this analysis. Interesting point - a program may want to review their own data to see if there are impacts to completion/graduation.



- **This data is for all first-time freshmen at any of the 10 UH campuses, correct? [slide 2]**  
Yes - the populations are first time freshman cohorts across the system.
- **Why are the categories on the right not adding to 100%? [slide 19] Are 40-50% of these students earning credit or stopping out after year 2?**  
The remaining unreported percentages reflect subsequent student outcomes: if they stopped out after fall, earned credit after year 2, or remain enrolled without earning college-level credit.
- **What happens to the other 32-50% of students who attempted but did not earn credit? [slide 19] Are they still enrolled, but did not yet earn credit?**  
The remaining unreported percentages reflect subsequent student outcomes: if they stopped out after fall, earned credit after year 2, or remain enrolled without earning college-level credit.
- **Is that first time Full-Time freshman, or also including part time students? [slide 2]**  
The cohorts include first-time freshmen, inclusive of both full-time and part-time students.
- **Given that we require 40% or more of the incoming students at Manoa take ENG in Spring, can you help us understand if the spring ENG takers are as successful completing ENG as those take in the fall? [slide 16]**  
First year credit earned rates include the first spring semester, but we did not complete more detailed analysis of course completion rates for spring course takers (similar to the analysis completed for fall course takers on slides 18-19).
- **For the math, does this include the various types of vocational/technical math classes including Quantitative Methods (QM) courses and BUSN courses, for example? [slide 5]**  
Yes, it does.



- **For Pacific Islanders (PIs), can you break down by Hawaii residents and PIs who came directly from the Islands and outside of Hawaii as 1st freshmen students? It's a better way to see what State GEAR-UP should do to improve learning and college awareness and opportunities for PIs who are residents of Hawai'i nei! [slides 3, 9, 12, 15, 18, 22, and 24]**

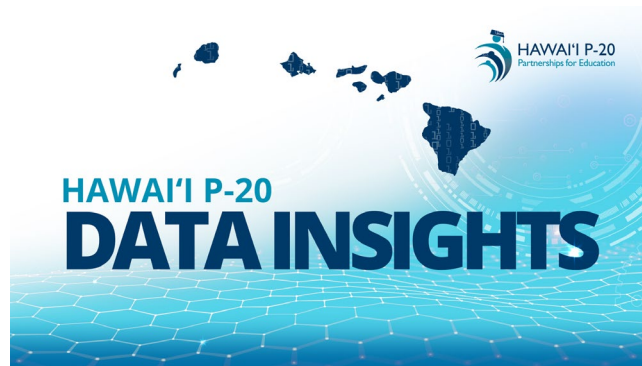
Yes, it's possible. However, the concern for a public report will be small cell sizes. If you have questions - please contact us and we can discuss the data needs.

- **Two questions: It is very helpful to see the race-specific data and see how you are measuring equity. Where can I find data broken down by other demographic factors? [slides 3, 9, 12, 15, 18, 22, and 24] I would be interested in school, school district, or county as a geographic measure. Second question, how do students who come into college with AP credits for math and English show up in this data? [slide 5]**

AP, dual credit, etc., are part of the data set as first year credits are earned prior to the first fall semester (e.g., AP and dual credit), credits earned in the summer after high school graduation, in the first year fall semester, spring semester, or summer semester. It is possible to identify HI DOE graduates among the first year cohorts. Another method would be to track HI DOE graduates by cohorts into UH campuses. Concern would be potential small cell sizes depending upon what level. For example, small high school grad classes are more likely to have data redacted particularly when disaggregating by demographics such as race/ethnicity.

- **Are there any public reports showing this data by county level?**

Answered live during webinar.



- **Didn't previous slides indicate that there is a higher graduation rate for students who did not complete in their first year? Did I misunderstand those slides? [slide 10]**

Yes, the students who did not take college-level courses in their first year have slightly higher college completion rates relative to students who attempted but did not earn college-level credit their first year. The students who attempted but were not successful at earning college-level credit in their first year have the lowest 6-year completion rates.

- **Who do you identify as Native Hawaiians? Are these students mixed race as well? What groups are identified as Pacific Islander? [slide 3]**

Race/ethnicity codes are from the UH data. It is how the students are identifying. Codes for Pacific Islander can be much more specific, but for privacy concerns we have rolled them to the higher level "Pacific Islander" category.

- **Given that these include COVID years, it would be interesting to see the data broken down by class type - in person or hybrid/synchronous or asynchronous.**

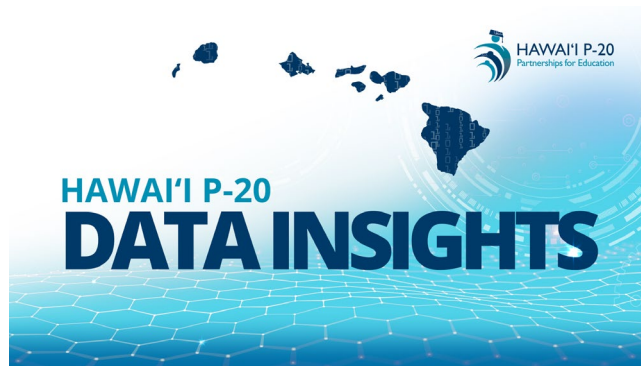
Answered live during webinar.

- **The data seem to show that of those students who are not ready for college-level English and math, developmental classes are leading to better results. Is this correct? [slides 19 and 25]**

Answered live during webinar.

- **I would also be interested to see the data by whether students were first generation college students, or a comment on whether that was highly correlated with being low-income Pell recipient.**

Answered live during webinar.



- **Have you looked at this same type of analysis for some other commonly taken subject/course such as Speech 151? It might be useful to have a sort of “control” for what kind of outcomes we can expect when students attempt but do not pass a different kind of course, for example.**

Answered live during webinar.

- **Why is the Did Not Enroll in Fall "Earn College" in Spring only 26% for credit earned? While it was 80+% for take in fall? [slide 25]**

Of the 17,976 students enrolled in only college-level math in the first fall, 81% earned course credit in the first fall.

Of the 23,120 students who did not enroll in a math course in the first fall semester, 26% of these students go on to earn their college-level math credit in the first spring. This 26% is not quite a comparable percentage to the first fall 81% credit earned rate because this denominator is all students who did not enroll in a math course in the first fall (and includes students who did not enroll in college-level math in the first spring).

In order to determine if credit earned rates for students who attempted the course in the fall differed from credit earned rates for students who attempted in the first spring, a separate analysis would have to be completed to identify the subset of the 23,120 students who did not enroll in a math course in the first fall who did enroll in only college-level math in the first spring, and determine how many of these individuals earned credit in their spring course.



- **Is it correct to assume that the below college level courses are primarily at the CCs, and the co-requisites also at particular campuses (West O’ahu)? Any insights into the environment of these different campuses and how that might affect outcomes?**

Below-college level courses are found at both 2-year and 4-year UH campuses and vary in number and type of courses offered by campus. We did not account for campus type/environment when looking at outcomes; additional research into these questions could provide further insights.

- **Do we know if there are enough seats in Fall English and Math classes for every first-time, first-year freshman?**

Answered live during webinar.

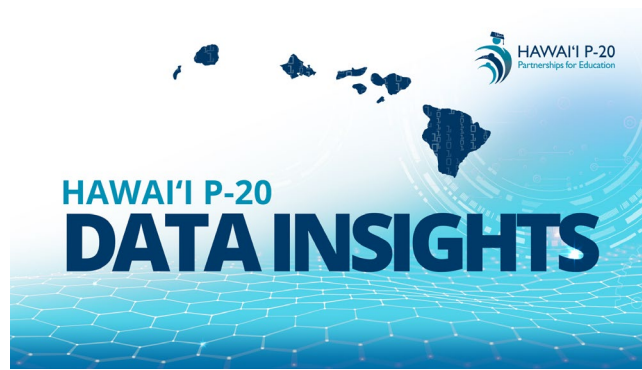
- **If a HIDOE school wanted to know their specific data, is that possible? Or by complex?**

Answered live during webinar.

- **Given that UH Manoa offers over 100 sections of ENG 100 annually .... maybe splitting all CCs from 4-years would be helpful to others. Otherwise, UH Manoa likely dominates this data??**

We did not differentiate between 2-year and 4-year campuses when looking at outcomes; additional research into these questions could provide further insights.





**Additional Context from Attendees:**

- Sometimes for LBRT students, they are undecided on their career path, and what math they take depends on that long-term goal. As an advisor, I may have them take math in their 2nd year when they're more definitive on the Bachelor's degree pathway.
- If this is going to be used as a "performance measure" for performance funding, I would hope that we would separate the PT and FT cohorts, and focus more on the LBRT students at the community colleges (excluding vocational/tech programs) as their pathways are often prescribed with major courses (12+ credits) to stay on track for graduation.
- Especially for English, offering developmental English options in addition to designing pathways that allow students to take English in their second year would be helpful for some students.