



Advising Pilot Institutional Outcomes Results

2019FA Cohort – 2019FA Term

February 28, 2020

The Institutional Research team has been involved in a multi-faceted evaluation of the advising pilot during the 2019-2020 school year. This document provides an overview of the institutional outcomes from the fall 2019 semester.

Methodology

The set of institutional outcomes was developed by the Institutional Research team in collaboration with Vicki Domina, Administrative Director of Advising. There were 427 students who were selected to be part of the advising pilot group. The comparison group was comprised of all undergraduate students in their first term at SCC who were declared in a program of study (i.e., not including dual-credit, visiting, or undeclared students). There were 1822 students in the comparison group.

The institutional outcomes include the following metrics:

- Success rate in fall 2019
- Number of failing grades in fall 2019
- Withdrawal rate in fall 2019
- Number of withdrawals from SCC in fall 2019
- Term GPA in fall 2019
- Proportion of students who failed at least one class in fall 2019
- Retention in spring 2020
- Proportion of students who changed their program of study
- Financial holds to at start of registration for spring 2020.

Group comparisons

To provide context to the institutional outcome results, this section provides basic comparisons between the pilot and comparison groups in three categories: academic preparedness, demographics, and SCC characteristics. The results of significance testing for these comparisons are not yet included.

Academic preparedness

We evaluated the differences between the pilot and comparison groups on three measures of academic preparedness: ACT Math scores, ACT English scores, and percent who took a developmental course in their first term. Figure 1 shows virtually no group difference ($p = .72$) on the average ACT Math score for the students who took the test. The ACT math average includes scores from 74% of the pilot group ($n=314$) and 69% of the comparison group ($n=1255$).

Figure 1

Average ACT Math score | Group comparisons



Figure 2 shows a small difference on the average ACT English score for the students who took the test with slightly higher scores among the comparison group. Group differences are statistically significant ($p = .001$). The ACT English average includes scores from 74% of the pilot group ($n=315$) and 70% of the comparison group ($n=1267$).

Figure 2

Average ACT English score | Group comparisons



Figure 3 shows that fewer students in the pilot group took a developmental course during fall 2019. Group differences are statistically significant ($p = .043$).

Figure 3

Proportion of students who took a developmental course in fall 2019 | Group comparisons



Demographics

The demographic group comparisons show that the pilot group is more male (Figure 4), more white (Figure 5), and younger (Figure 6) than the comparison group. Group differences are statistically significant for Gender ($p < .001$) and Age Group ($p = .006$). However group differences are not statistically significant for Ethnicity ($p = .10$).

Figure 4

Gender | Group comparisons

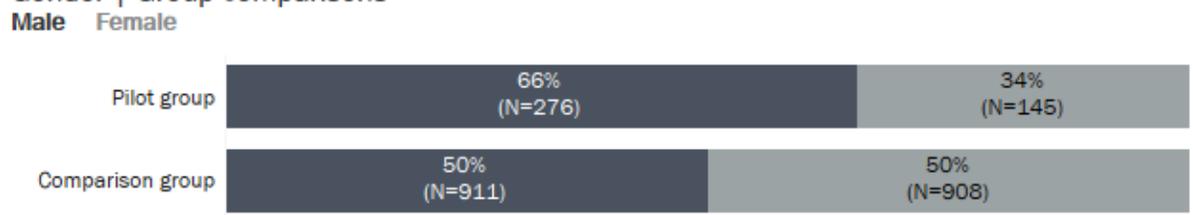


Figure 5

Ethnicity | Group comparisons
White Non-White Unknown

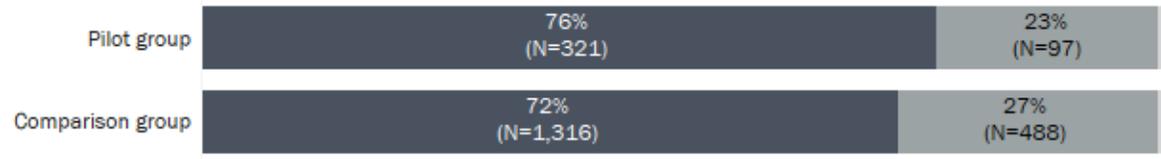
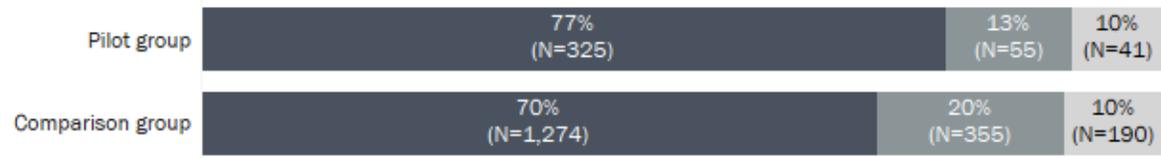


Figure 6

Age | Group comparisons
19 or younger 20-24 25 or older



SCC characteristics

We evaluated group differences for three characteristics of the groups as SCC students: student group, campus, and residency status. The following graphs show that pilot group had more career/technical (CTE) students (Figure 7), a smaller proportion from Lincoln campus (Figure 8), and more students from out of the district and out of state (Figure 9). Group differences are statistically significant for Student Group ($p < .001$), Campus ($p < .001$), and Residency status ($p < .001$).

Figure 7

Student Group | Group comparisons
Academic Transfer CTE Students



Figure 8

Campus | Group comparisons
Beatrice Lincoln Milford

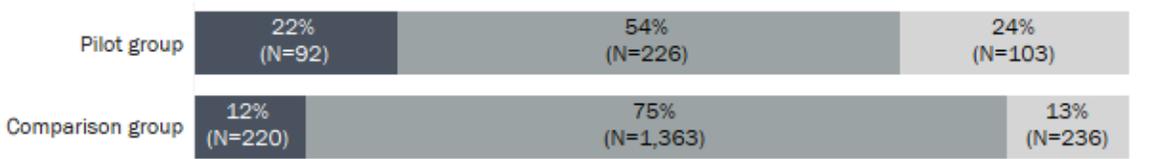
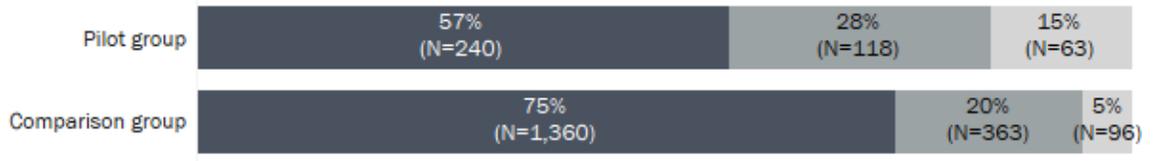


Figure 9

Residency status | Group comparisons

In District **In State, Out of District** **Out of State**



Results

In most cases, the results focus on showing the difference between the pilot and comparison groups on the institutional outcomes. The pattern of results were highly consistent such that pilot students demonstrated more positive outcomes than their peers in the comparison group. The detailed results follow.

Success rates

Success rate is defined as receiving a final grade of ‘A’, ‘B’, ‘C’ or ‘P’ in a course. The success rate includes all grades from all courses taken by students in either the pilot or comparison group in the fall 2019 semester. Students in the pilot group earned a total of 1,921 grades in 2019FA. Students in the comparison group earned a total of 7,095 grades in 2019FA. The success rates for the pilot and comparison groups are shown in Figure 10. The group differences are statistically significant ($p < .001$).

Figure 10

Success rates



Failure rates

A failing grade is defined here as receiving a final grade of ‘F’ in a course. Final grades of ‘D’ or ‘W’ are not considered failures by this definition. The failure rate includes all grades from all courses taken by students in either the pilot or comparison group in fall 2019. The failure rates for the pilot and comparison groups are shown in Figure 11. The group differences are statistically significant ($p < .001$).

Figure 11

Failure rates



Withdrawal rates

Withdrawal rates refers to the proportion of classes that students withdrew from a course after the 10-day drop/add period had passed. When students withdraw from a course after the term census date, they receive a 'W' for their final grade. The withdrawal rates for the pilot and comparison groups in fall 2019 are shown in Figure 12. The group differences are statistically significant ($p < .001$).

Figure 12

Withdrawal rates



Number of withdrawals from SCC

The number of withdrawals from SCC refers to students who withdrew from all of their courses that they had enrolled in at SCC in 2019FA. Again, withdrawal refers to dropping the course after the term census date has passed. There were an additional 17 students who were initially assigned into the pilot group, however they either did not enroll for courses in fall 2019 or they withdrew from all of their classes before the term census date. There is no equivalent counterpart to these students in the comparison group, so they are not included in the analysis below. The number and percentage of student dropouts in the pilot and comparison groups are shown in Figure 13. The group differences are statistically significant ($p < .01$).

Figure 13

Withdrew from all classes



Term GPA with attempted and completed credits

Term grade point average (GPA) is calculated by [cumulative grade points] / [cumulative credits attempted] for *all* students in the pilot and comparison groups. It is also important to compare how many credits that students in the pilot and comparison groups attempted and completed. The term GPA, average attempted credits, and average completed credits for students in the pilot and comparison groups in fall 2019 are shown in Figure 14. The group differences in term GPA, attempted credits, and completed credits are all significant at the ($p < .001$) level.

Figure 14

Term GPA - 2019FA

	Term GPA - 2019FA	Average Attempted Credits	Average Completed Credits
Pilot group	2.78	12.5	9.9
Comparison group	2.40	11.4	7.8

Proportion of students who failed at least one course

The proportion of students in the pilot and comparison groups who failed at least one course during fall 2019 are displayed in Figure 15. The group differences are statistically significant ($p < .01$).

Figure 15

Proportion of students who failed at least 1 course in 2019FA



Retention in spring term

The retention rate is the number and proportion of students from the pilot and comparison groups who were enrolled at SCC in spring 2020. There is also a small number of students who graduated after their first term at SCC. These are typically students in the truck driver training program. Those students are included in the 'retained' category. The retention rates for students in the pilot and comparison groups are shown in Figure 16. The group differences are statistically significant ($p < .05$).

Figure 16

2019FA to 2020SP Retention

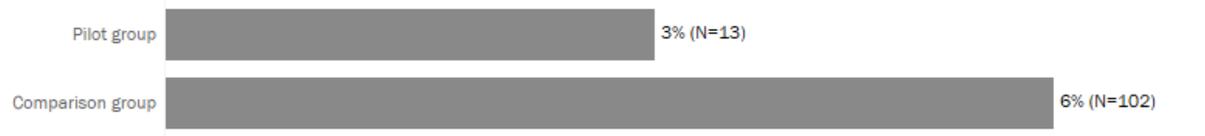


Proportion of students who changed program of study

The proportion of students from the pilot and comparison groups, who were retained in spring 2020 but changed their program of study are displayed in Figure 17. The group differences are statistically significant ($p < .05$).

Figure 17

Proportion of students who changed program of study



Proportion of students with an accounts receivable hold at the start of spring 2020 registration

The proportion of students in the pilot and comparison groups with an accounts receivable (AR) hold at the start of registration for spring 2020 (i.e., 10/31/2019) registration are displayed in Figure 18. The group differences are statistically significant ($p < .05$), however the results are counter-intuitive as a higher proportion of students in the pilot group had an AR hold.

Figure 18

Proportion of students with an AR Hold at the start of 2020SP registration

AR Hold No Restriction

