

Using the Momentum Points

Student Achievement

WARP - Nov 8, 2007

Momentum Point	Calculation	Students	How SBCTC is Using the Data	Other Applications or Questions That Your College May Try to Answer
<p>Basic Skills Points</p>	<p>Calculated from pre test to highest post test in WABERS testing table. If pre test is below 211, the gain is divided by 3; if pre-test is 211 or higher, the highest gain is divided by 5. Gains from all subjects are added together for points. There is also one point if a student earns a GED or HS diploma.</p> <p>The total points are shown in the Basic Skills Point Gains field.</p>	<p>Students must be federally reportable in the WABERS Student table (federally reportable not 0). Student is identified in the Achievement database in the Kind of Basic Skills Field. This field brings in from WABERS student table the federal minimum entry starting level based upon the lowest CASAS pre-test score.</p>	<p>To measure percent of students making progress (students with any point gain/students where kind of basic skills is not null)</p> <p>To help identify practices that progress students further (greater percentage making point gain, or getting higher point gains).</p> <p>To measure who transitions- students with kind of basic skills not null who enroll in college level classes (civl enrolled is greater than 0.)</p>	<p>What level students are being served at your college? –</p> <p>You can determine this from the kind of basic skills field. There are 6 levels of ESL (ESL 1-6).</p> <p>There are also 6 levels of ABE/GED (ABE 1-4 and GED 1-2).</p> <p>From I-BEST, SBCTC is learning that students must be ESL 4 or higher or ABE 3, GED 1-2) to benefit. These may be thought of as higher levels.</p> <p>What percent of students are making any basic skills gains? Divide the totals number of basic skills students with any points by the total number of basic skills students. This can also be disaggregated by starting levels.</p> <p>Who is transitioning? You can determine this by identifying basic skills students who looking at the civl enrolled field.</p>

				<p>Are former basic skills students going beyond basic skills? Use the longitudinal data in Achieve to see if A45 or A56 basic skills students have returned and if so for what.</p> <p>Is your college trying strategies or practices with basic skills students? If so, how much momentum do these students generate and how does this compare to other students at the same levels?</p>
<p>College Ready Points</p>	<p>Calculated based upon earning credit at a qualifying grade in a pre college English or math class in the database course inventory. There are 4 levels of instruction in each subject area.</p> <p>The total points are the sum of all levels advanced, shown in the Total College Ready Points field.</p>	<p>Students must be in a course that is identified in a pre college-English or math level.</p> <p>Students can be identified if they have any Total Points.</p> <p>The subject(s) that a student gained momentum are shown in the fields Total Pre College Math and pre College English.</p>	<p>SBCTC is interested in using the points to learn more about who moves through and beyond developmental math and English. We need to know more about promising practices that bridge from upper level levels of basic skills to lower developmental course levels.</p> <p>We did not include reading because of little commonality in the system for how this is leveled. We want to learn more about this over the next 3-5 years.</p>	<p>How many students advance through developmental instruction and accumulate other momentum points?</p> <p>Linking back to other college records, how many students enroll in each of the pre-college courses and levels? What percent advance through a level? What percent advance through all of the levels? What percent go from pre-college math to quant success?</p> <p>This area is limited to pre-college English and math because they are commonly treated across the system. However colleges may also want to look at other developmental courses- as promising practices. How much momentum in other areas (15, 30 points for example) do students that</p>

				take these courses generate in other areas?
15 and 30 College Level Points	Calculated based upon the student's transcript history. A student earns 1 point for the first time she reaches the momentum point.	<p>In the achievement database there are several fields of interest for these points.</p> <p>Prior college level points tell the total system college level points a student had at the start.</p> <p>The prior college indicator tells in its first two bytes if a student has already earned 15 and/or 30 college credits- thereby ineligible to earn it again.</p> <p>Points earned are reported in the 15 and 30 college level point fields. A student can earn 1 point in each field.</p>	<p>SBCTC is using the fields quite a bit. In some analyses we look at the number or percent of students who gain or already have 15 or 30 college level credits. Percent requires a denominator.</p> <p>If we are looking at a specific group of students in a program, the denominator is the total students. For example- WorkFirst – all students (identified in the targeted program field's 2nd byte (?1???), how many reached 15 clvl credits of those who did not have it.</p>	<p>Colleges may want to know the potential pool of students they can focus on to increase these points. This can be done several ways. By mission- how many workforce students previously had or gained the points in a given year. How many workforce students were the- with less than an Associate Degree?</p> <p>How many transfer students garnered the points? Of transfer students starting the year with fewer than 15 college level credits, how many earn the point? What about 30 college level credits? . Does the college have a promising practice for 1st year retention? How much momentum do students affected by this practice generate?</p>
College Math/Quant	Calculated based upon the student's transcript history. A student earns	Similar to the 15 and 30 college level credits, there are	SBCTC is interested in measuring math momentum for promising practices for all	

	1 point for the first time she completes a college level quant or math course. Completion is earned 5 credits or 3 credits if the course applies to a workforce certificate or degree.	fields to indicate if a student has already gotten to this momentum point, or if she has earned it during the year.	students, and in particular workforce and students who started out less than college ready.	
Tipping point or Beyond	Degrees, Apprenticeship awards and workforce certificates after a student has earned 45 college credits.	This is counted each year it occurs. The college that makes the award is accredited.	<p>Tipping point and beyond measures attainment milestones.</p> <p>SBCTC used this milestone to identify the other thresholds.</p> <p>Overtime, SBCTC expects to look at the impact of initiative for how much did increasing students momentum increase the number of students getting to this milestone and other important t outcomes (transfer, employment).</p>	Colleges may want to know, of the students who attend each year with more than 30 college level credits in hand, how many go on to this milestone.