

## DISCLAIMER

Electronic versions of the exhibits in these minutes may not be complete.

This information is supplied as an informational service only and should not be relied upon as an official record.

Original exhibits are on file at the Legislative Counsel Bureau Research Library in Carson City.

Contact the Library at (775) 684-6827 or [library@lcb.state.nv.us](mailto:library@lcb.state.nv.us).

INTRODUCTION: description of Data Profile and purpose, content of report

I. College Continuation Rates

Researchable Question #1: *What percent of WCSD graduates attend college immediately following graduation from high school?*

- a) college continuation rate to UCCSN institutions – Source: UCCSN report
  - definitions & caveats
  - disaggregated by college
  - disaggregated by high school
- b) college continuation rate trends (1999-2002)
- c) indicators 'out-of-state' continuation rate
  - senior exit survey
  - use of federally report statistics (NCES) – if possible

Researchable Question #2: *How does WCSD college continuation rate compare to state and nation rates?*

- a) comparison to all other Nevada counties (UCCSN freshmen only)
- b) comparison to State and National rates
  - definitions & caveats
  - use total WCSD college continuation rate (in-state plus out-of-state indicators)

II. Need for Remediation at the College Level

Researchable Question #3: *What percent of entering freshmen from WCSD graduating classes need remediation? (entering TMCC & UNR)*

- a) Brief description of assessment/placement policies at TMCC and UNR
- b) Number and percent of entering WCSD graduates with placement scores
  - TMCC (ACCUPLACER, ACT/SAT)
  - UNR (SAT/ACT, math test)
  - disaggregated by high school and millennium scholars
- c) Number and percent that did not meet the cut scores for college level English and math
  - define what the cut score is for each test in each subject at each institution
  - disaggregated by high school and millennium scholars

Researchable Question #4: *What percent of entering freshmen from WCSD graduating classes enrolled in remedial courses? By what means were they assessed/placed into those courses?*

English: (disaggregate by high school and millennium scholars)

- a) Number and percent enrolling in English their first semester

- b) Of those enrolling in English, what percent enrolled in remedial vs. college level
  - Provide course numbering and descriptions for remedial vs. college level
- c) Of those enrolling in college level English:
  - what percent met college level English cut scores
  - what measures/methods were used to place students who did not have cut scores
- d) Of those enrolling in remedial English:
  - what percent failed to meet college level English cut scores
  - what measures/methods were used to place students who did not have cut scores

Math: (disaggregate by high school and millennium scholars)

- e) Number and percent enrolling in math their first semester
- f) Of those enrolling in math, what percent enrolled in remedial vs. college level
  - Provide course numbering and descriptions for remedial vs. college level
- g) Of those enrolling in college level math:
  - what percent met college level math cut scores
  - what measures/methods were used to place students who did not have cut scores
- h) Of those enrolling in remedial math:
  - what percent failed to meet college level math cut scores
  - what measures/methods were used to place students who did not have cut scores

Researchable Question #5: *Do success indicators in high school influence the need for remediation at the college level?*

- a) Of those who enrolled and/or succeeded in math their first semester (remedial vs. college), what percent successfully completed Algebra 3-4 in high school?
  - Disaggregate by high school and millennium scholars
  - Percent of WCSD graduates successfully completing Algebra 3-4
  - TMCC (use WCSD data download)
  - UNR (use transcript analysis)
- b) UNR only: Of those who enrolled in English their first semester, what influence did grades in senior English have upon enrollment in remedial vs. college level, what influence did SAT/ACT scores have upon enrollment in remedial vs. college level
  - Disaggregate by high school and Millennium Scholars

### III. College Graduation Rates (UNR only)

Researchable Question #6: *What characteristics do graduates from UNR possess who enter as freshmen from WCSD?*

- a) UNR's Class of 2002 – looking backward (disaggregated by how many years they took to reach graduation and by high school)
  - 1. Did they take remedial coursework in the first semester of their freshman year?

2. Did they have the 13 high school credits required by UNR?
  3. Highest-level of math and grade taken in high school and what year last math class was taken?
  4. High school GPA?
  5. Did they have any college credit earned before entering?
  6. ACT/SAT scores
  7. Did they take foreign language, AP or IB classes?
  8. HSPE scores if available
  9. Demographic data
- b) WCSD Class of 1997 cohort – looking forward (disaggregated by high school) – Have they graduated?
1. Did they take remedial coursework in the first semester of their freshman year?
  2. Did they have the 13 high school credits required by UNR?
  3. Highest-level of math and grade taken in high school and what year last math class was taken?
  4. High school GPA?
  5. Did they have any college credit earned before entering?
  6. ACT/SAT scores
  7. Did they take foreign language, AP or IB classes?
  8. HSPE scores if available
  9. Demographic data

#### IV. High School graduates' characteristics

Researchable Question #7: *Is the preparation of WCSD graduates for higher education improving over time?*

- a) ACT and SAT participation rates and scores
  - disaggregate by high school in appendix table only
- b) Percent of juniors & seniors enrolled in Advanced Placement courses
  - disaggregate by high school in appendix table only
- c) Percent of students enrolled in advanced math and science courses
  - define “advanced” and change to Algebra 3-4 or higher in math
  - disaggregate by high school in appendix table only
- d) Compare to transcript study of 1999, if useful