

ATD Data Team Meeting

Tuesday, March 8, 2016

3:15 p.m.

Laura Lee Room

Present: Bob Mattson, Jessica Miles, Rebecca Courchesne, Cindy Peck, and Dr. Penny McConnell

Updates from Last Meeting

- Developmental Course Completion and Year-to-Year Retention
 - Bob shared information based on questions asked during our last meeting
 - He created a chart to show one-year retention rates and 2-year completion rates of students who placed and started in Developmental Education in their first year (1854 students)
 - The retention rates are not that far off, overall, from the general retention rate of all students (45% for developmental education, 55% overall).
 - The state average for developmental education is around 20%, so we're doing pretty well there, but we could obviously do better
 - The 2-year completion rate for developmental education students (completing the developmental sequence)
 - 36% completion rate overall, but the numbers are much smaller the more remediation a student needs (098/099 students)
 - 6% completion rate for students who need Dev Math and Dev English
 - 10% completion rate for students who need Dev Math only
 - 11% completion rate for students who need all 3 Devs (English, reading, and math)
 - Anecdotally, we know that the more Dev. Ed. needed the less likely a student is to get through the curriculum
- Developmental Placement by ATD Subgroups
 - Looking at the same information by subgroup noticed some things
 - 22% of these students are African-American but they are also the percentage of students that need the most remediation
 - Pell vs. Non-Pell students are pretty consistent
 - Question: Can we look at the ages of African-American students to determine if these are high school graduates or students coming back?
- MAP Student Retention
 - Looked at the last 3 cohorts
 - Similar # of students receiving MAP each year

- Looked at the percentage of students who returned in the spring and the percentage of students taking out loans (to potentially cover books) due to the lack of MAP funding
 - The numbers are actually fairly identical, so that's good news! Students are still coming back and not taking loans
 - Comment: We should look at these students after grades are in for the spring semester to see if they made it through the semester or ended up withdrawing or failing

Update from Leadership Team

- The ATD Leadership Team has decided our institutional focus should be fall-to-spring and fall-to-fall retention, so each sub-team is going to look at their interventions and determine how the interventions can positively impact retention