

ATD Data Team Meeting

Thursday, November 13, 2014

3:00 p.m.

Laura Lee Room

Present: Dr. Andrew Kerins, Jessica Miles, Rebecca Courchesne, Cindy Peck, Stacy Ehmen, Bob Mattson, Dr. Ruth Lindemann, Dr. Penny McConnell, Dr. Alice Marie Jacobs

I. ICCB Performance Funding Data

- a. Bob brought information concerning ICCB performance funding data
- b. The first year, we were number 1; This year, we are number 15
- c. Dr. Jacobs wanted us to look at this to see where we can improve
- d. Bob, Stacy, and Cindy talked about a way we can increase degree and certificate completion by awarding the degree when the student asks for it instead of backdating it to when the student completed the credit
 - i. Stacy had a question about the 150% rule for students (would backdating be better for this?)
 1. The number of students that this will affect wouldn't be too high, and the 150% needs (gainful employment, loans, etc.) would already have occurred (backdating doesn't fix this)
- e. We are doing pretty well in degree and certificate completion, but others are seeing really large increases (automatic degree audit could help this)
- f. Transfer to 4-year and 2-year numbers are very low (lower than last year)
- g. Remedial advancement and momentum points look good
- h. The only two that really need to be looked at are transfer to 4-year and transfer to 2-year
 - i. Looking at these would help us to move into the top 10
 - ii. Students Transferring to a Four-Year College or University within 4 years
 1. Total cohort in 2006 was 273 and total cohort who transferred from 2007-2011 cohort dropped to 92
 2. Bob's fear is that if students transfer to Indiana schools, they aren't counted (Bob asked and ICCB said "they believe" they use National Student Clearinghouse).
 - iii. Students Transferring to a Two-Year Institution within 4 years
 1. For 2006 cohort, we had 161 students transfer, but for 2007, we only had 52 students
 2. This information just doesn't seem like it could be right (67% decline)

3. Question: On these numbers, is there a statewide average, or do we just need to look at the numbers and calculate how the state is fairing overall?
 - a. It looks like some other schools are seeing a big drop as well
4. It's odd that our 4-year and 2-year numbers both dropped close to 67%
 - a. Where did this information come from?
 - i. The Datatel conversion occurred in 2007
 1. Something could have occurred during this time that caused a drastic drop
 - ii. If they got this from our E1 data, that could be the problem
 1. The data for the E1s isn't always comparing apples to apples because the final data may be pulled at a later time
 2. Bob is working on getting a frozen report to compare the same information
5. At this point, we might wait and see what happens next year to determine if there is a trend
 - a. We will get the next report over the summer probably (June?)
6. All of the other programming that we have done has only strengthened the other funding points

II. High School Placement

- a. Bob presented information concerning a two-year project about creating more accurate placement scores
- b. Currently working on math cut scores, and the sub-team is asking a few questions surrounding this information
 - i. One question that came up was the average age of students taking math classes
 1. All developmental math classes outside of MATH-105 have an average age over 20 years old
 - ii. Percentage of developmental students who completed all subject developmental coursework within one year
 1. Bob looked at student's first developmental math and English course based on placement from 2007 – 2013 and determined how many of these students were college ready with one year (3 semesters)

- a. For students who start in DEVE098, only 32% of students are ready for ENGL 121 or 101 within a year
 - i. Some of these students come here and drop out, some don't move forward, and some stop taking an English class during the rest of the year
 - b. For students who start in MATH 105, 61% of students make it to college level math within a year, but only 23% of MATH 101 students make it to college level math within a year
 - i. A lot of our career programs take MATT 104, MATT 132, or MATT 133, so those students aren't in this group
 - iii. The Placement Task Force is looking at putting cut scores on a 3-year cycle to keep this information updated
 - iv. Multiple measures is also going to be discussed to determine if other work (high school GPA, class GPA, etc.) instead of just a test score
- c. Also looked at how are high school students testing based on graduating class?
 - i. First English and First Math Courses (not necessarily placement, just what course they took)
 - ii. English – 16% placed into DEVE098 and 84% of students tested into a college level English course
 - iii. Math – 25% placed into MATH 101, 26% placed into MATH 105, and 39% placed into college-level math
 - 1. MATT courses not included in numbers
- d. Aside: Dr. Jacobs had a question from District #118 asking whether students could be tested more thoroughly in math if they don't place into college-level math
 - i. This would cost time and money for additional testing, but the capability is available in the Assessment Center
 - ii. Students would need to come to the Assessment Center, and District #118 would pay for the additional testing
 - iii. This could be a pilot study for DHS

III. Time Frame from Developmental to College

IV. Key Performance Indicators (KPIs) Update

- a. Not many updates this time around
 - i. Goal was the set up a twice-a-year schedule in terms of updating information
- b. We will see more updates in June when we update this information

- c. Jessica cleaned up information, so update info in folder
- d. Jessica will look at the information again for our December meeting to see if any other updates have occurred

V. Items from the Floor

- a. Dr. Jacobs mentioned that she just received the Economic Impact Study that this team should look at (will be an agenda item)
- b. We will have a meeting with Linda and Luzelma during the Coaches Visit (December 4th and 5th) and then we will have another meeting the following week
- c. Question: Should the data information attached to the ATD Annual Reflection be reviewed by this team?
 - i. Some of the information was not correct in terms of the data used from ATD, so Bob and Jessica will rerun that information, and the team can review the updated information
 - ii. We can ask Linda and Luzelma during their visit how best to use the data