

ATD Data Team Meeting

Thursday, March 26, 2015

3:00 p.m.

Laura Lee Room

Present: Amber Anderson, Rebecca Courchesne, Candace McNeal, Bob Mattson, Kalie Kilgore, Stacy Ehmen, Dr. Andrew Kerins, Jessica Miles, Dr. Penny McConnell, and Cindy Peck

1. Key Performance Indicators Update

- a. KPI #1B Degree and Certificate Completion: The number of community college degrees and certificates awarded as compared to enrollment and credit hours
- b. Bob created a new chart to look at this information based on number of awards per 100 claimed credits
  - i. Claimed Credits 3-Year Average
  - ii. Degree/Certificate Awards
  - iii. Awards per 100 Claimed Credits
- c. This will show the number of degrees and certificates awarded based on our size
- d. Dr. Jacobs does not think we should count CCE and Adult Ed as part of our claimed credits when determining percentage of degree and certificates attained
  - i. Bob thinks it may be difficult to pull out CCE in terms of comparing to our peer group, but he can take out Adult Ed pretty easily
- e. Does this make sense?
  - i. It looks like a good comparison
- f. Bob will get rid of Adult Ed for sure but will need to look into CCE to see if he can pull that out

2. Math Placement Cut Scores

- a. A Math Cut Scores Task Force made changes to the math cut scores for this year and added a multiple assessment option of using high school transcripts to place students into MATH 101, 105, and 107.
- b. All of the procedures are in the place to start using these new methods for Summer and Fall 2015 Registration
- c. Bob and Penny are going to start looking at English and Reading cut scores to review next year
- d. Stacy said that some schools are allowing students to retest after looking at some review materials, so we may want to look at adopting a retest policy

3. Credit Worth of Student Characteristics

- a. IE has compiled some data titled Success Coefficients Using Logistic Regression to look at the credit value of student characteristics in select courses

- i. This looked at how successful students are in classes based on various factors
      - 1. Credit hours are the highest predictor of course success, so Bob assigned each demographic to an amount of credit hours
        - a. Being white is like having 13 credits more than black students
        - b. Being female is like having 4.4 credits more than male students
        - c. Being non-need is like having 24 credits more than pell students
      - 2. This information is just showing us what we already knew in terms of moving to focusing on economically disadvantaged students over ethnicity
- 4. INST-101 Student Success Results (The fun one)
  - a. Shows that INST-101 does help students succeed!
  - b. The chart compares students who took INST-101 their first semester vs. those who waited until later in their college career to take it
  - c. Only looked at people who started in the summer and fall and did not take students who took INST-101 during College Express
  - d. Students who took INST-101 their first semester had a much higher persistence rate from Fall to Spring and Fall to Fall
  - e. Students who took INST-101 their first semester had a higher course success rate (excluding INST-101) than their counterparts in the Fall semester
    - i. When you look at spring semester, the course success rates are much closer together, but this can be explained in the fact that students who took INST-101 their first semester may have more marginal students still attending in the spring
      - 1. The marginal students who are left from the non-INST 101 group are more likely to leave than continue to Spring and still struggle
  - f. Can we see who the students are who don't take it their first semester to look for patterns?
    - i. Maybe if we see a pattern, we can also use this to push these students to take INST-101 their first semester
  - g. The chart on the back shows similar trends across demographics
    - i. It's interesting the full-time, transfer differences were so large
      - 1. It may be that the younger students (typically ASA) are weaker students so the differences
  - h. This information will be presented in the ATD Data Brief for the Fall In-Service
- 5. Items from the Floor
  - a. Next Meeting: Thursday, \_\_\_\_\_ include.