

# College Data Team Minutes

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July 9, 2012  
1:00- 3:00 pm  
CJI-137

## 1. Welcome and Introductions

### **In Attendance:**

Alys Arceneaux, Nicholas Bekas, Laura Blasi, Robyn Brighton, Roberta (Brown) Carew, Daryl Davis, Kurt Ewen, Michelle Foster, Jessica King, Maryke Lee, Michele McArdle, Cathy Penfold Navaro, Karen Reilly, Larry Rosen, Upasana Santra, Landon Shephard, Russell Takashima, Allie Yadav

## 2. College Data Team website text and background given

## 3. Statway Project History and Copy of Data Comparison-**Roberta Brown Carew**

### **Discussion of History:**

Students self-selected, recruited then through Math Dept. enrollment, math-intensive majors weeded out, PERT will be used in the future, the project was started three years ago as a pathway to and through college taking statistics in a one-year sequence of coursework with Algebra not needed. Students will have covered the same material, teaching strategies more interactive – hands-on with “productive struggle” emphasized. 2013 – Statway ends and our own early results are expected

- Comparing enrolled vs. comparing completions for persistence or a “return rate” – within project
- Comparing who passed and also comparing those who started (AtD) – whether they persist in college
- Both should be looked at (agreement) perhaps look at credit hours when they begin (Michelle F.)
- For us persistence is not students tracked in a course sequence; also students lost between terms due to personal or other reasons.
- Questions asked: How many were present the last day of class vs. the Banner grade where W is not shown (for example) for Statway number of seats counted again at the final.
- Tracking by major is not reliable while the student is developmental (Cathy)
- Just as with AtD / DEI we need to track I and W students beyond what Carnegie requires

### **Discussion of Actions:**

- Ask other institutions for report matches? Find out about peer groups? (Laura)
- Carnegie data dictionary? (Laura)
- Can we use their surveys for all math classes? (Nick) Challenge noted (Maryke)
- CourseEval (SAI) may be able to interface with Blackboard to administer it
- No decision about how this might be implemented (Follow-up needed)
- Caution when filling out forms for external projects; consider whether or not we should submit our own (in PDF) (Kurt.)
- Questions to ask: Is Statway loss less in terms of rate of completion?
- A research plan is needed - Roberta and Laura and others to
  - a) address the benefit of the strategy and
  - b) an evaluation of the process (Kurt.)

#### **Answers to questions from Karen:**

- What is a good comparison group for MAT 0029C?
    - MAT 0028
  - Should we use the persistence percentage into MAT1033C that used the MAT0028C enrollments as the denominator, even though progression into MAT1033C in the following term is not automatic as it seems to be with STA2023 for Statway, or should we use the MAT0028C successes (2,169) as the denominator?
    - MAT0028C enrollments as the denominator
  - Should we use the successful completions as the denominator for persistence or the enrollment numbers into STA 2023?
    - Stay with what we use – enrollment numbers
  - What do we think the data tells us so far?
    - The data we have seen so far does not tell us much and thus we are going to work on a research plan to inform us of next steps beyond the grant, but currently we e liked it, adapted it, Osceola will adopt and is sending a team to the Statway meeting in California, East and West may be also. Putting developmental students directly into college courses was a challenge.
4. Student Success Data associated with the Walmart PRESS for Completion grant Overview- **Kurt Ewen**

#### **Discussion of History**

- Walmart requested proposals
- Address AtD impediment, faculty engagement
- [Kurt shows slide from Big Meeting – completions not process tracked for AtD]
- We were rethinking the student success course
- For this we have promised to examine the process with reflection and discussion
- Begins in early fall with two meetings expected in fall (called “big meetings” by Walmart)
- Hope to build on QEP energy and our own Big Meeting ideas
- Baseline needed perhaps, what is timeframe, focus of engagement (Nick)

### **Discussion of Actions**

- Examine a) needs of students and b) engagement
- Have to move beyond 90 page study on impact of mandate; beyond headcount
- Define engagement; what does faculty engagement look like? (FSSE?)
- Use of assessment data? (Behaviors?)
- Timeline needed
- Interest in adjuncts (Kurt) full-time and part-time (Michelle M.)
- Explore faculty development data (Michele M. and Daryl) mentoring, digital professor, etc.
- SLS expansion to FTICs that are college-ready
- Funder wants data and the method of measuring / documentation
- Smaller group volunteers:
 

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|-----------------------|-----------------|
| Nick Bekas            | Michelle Foster |
| Roberta Brown Carew   | Laura Blasi     |
| Maryke Lee            | Upasana Santa   |
| Mike Bosley           | Allie Yadav     |
| Cathy Penfold Navarro | Landon Shephard |

### 5. Next Meeting

- Calendar for upcoming year
- Student Success Data
- Groups will be meeting outside of Data Team and reporting back
- Campus-based Data Teams will be developing
- Campus-based dashboards are being developed by IR