

ATD Data Team Meeting Minutes

Date: December 4, 2018

Time: 3:00pm

Location: Eller 241

	Name/title	Attendance	
		Yes	No
1	Dr. Bowyer	X	
2	Josh Duggin	X	
3	Jamie Frakes	X	
4	Larenda Fultz	X	
5	Tracie Langley	X	
6	Ken Plttman	X	
7	Mary Ricks	X	
8	Dennis Anderson		Call in
9	Dr. Kay Patterson		Call in
10	Brandi Leonard		Call in
11	Karen Norfolk		Zoom from JNC
12	Andrea Stephson		Zoom from JNC

1. Meeting Called to Order by Mary Ricks, Chair of ATD Data Team
2. Approval of Minutes
3. Recorders – n/a
4. Old Business – n/a This was the first official meeting of the ATD Data Team
5. Sub-Committee Updates (if applicable): n/a
6. **New/Other Business:**
 - A. Mary and Ken discussed with the team the importance of setting all data definitions from the start so everyone will have the same understanding when discussing data points. We discussed how TBR uses URM (under-represented minority) on some of their publications and whether DSCC should do the same. The team agreed on the following definitions:

Race/Ethnicity will include:

1. Caucasian
2. URM (Black, Hispanic, American Indian, Native Hawaiian/Pacific Islander, and multi-race)
3. Other (Asian and unknown)

Focus Populations will include:

1. **Pell-grant status** – Eligible for Pell grants **during** current term – **UPDATE – This has been changed to eligible for Pell grants anytime during college career at DSCC, in order to match the funding formula definition. All team members agreed to this change.**
2. **Adult Learners** – Students 25 years or older **at the start of the term.** **UPDATE – This has been changed to students 25 years or older at the time the outcome (progression/graduation) is achieved, in order to match the funding formula definition. Age is calculated by subtracting the student birth year from year of the runterm. All team members agreed to this change.**
3. **Academically Underprepared** – Students with scores below certain thresholds on the ACT (below a 19 on the Composite, Math, or Reading, or below an 18 on Writing), and any student who is ever identified by the college as requiring remedial or developmental course. **UPDATE - Using Argos get data from the bottom of SZADEF to see if the student has tested into any DSP or Learning Support placement. This not only considers the same ACT scores in the below definition but also Accuplacer, SAT, and Compass scores.**

- B. The team discussed the three measures that will be tracked which include: **1) Retention; 2) Success (grades A, B, C) and 3) Completion.**

The focus areas include the following:

1. Beginning level courses which include ART-1030, ENGL-1010, MATH-1005, MATH-1530, ORN-1010, PSYC-1030 and SPCH-1010.
2. Course-specific data – method of delivery (on-ground, on-line, hybrid) and schedule information including day of week, time of day.
3. QEP – Learning Communities
4. Early Warnings

- C. In order to provide some qualitative data, Mary informed the team that she was working on disaggregating SENSE and CCSSE survey data by gender, race/ethnicity, age, and learning support. She will have this data to the team within a week.

7. Next Meeting: The next meeting date will be determined.

8. Meeting was adjourned by Mary Ricks, 4:05pm

9. Minutes Submitted by Mary Ricks, 12/6/18