

## ATD Data Team Meeting Minutes

**Date:** 2/7/19 – 3/4/19  
**Time:** n/a  
**Location:** All via email

	Name/title	Received Input	
		Yes	No
1	Dr. Bowyer	X	
2	Adair, James	X	
3	Anderson, Dennis	X	
4	Duggin, Josh	X	
5	Frakes, Jamie	X	
6	Fultz, Larenda	X	
7	Langley, Tracie	X	
8	Leonard, Brandi	X	
9	Norfolk, Karen	X	
10	Patterson, Kay	X	
11	Pittman, Ken	X	
12	Ricks, Mary	X	
13	Stephenson, Andrea	X	
14	Wells, Brian	X	

1. E-mail sent out by Mary Ricks, Chair of Data Team, on February 7, 2019 asking every member of the Data Team to forward her 3 quantitative and 3 qualitative data points that should be points of focus to recommend to the ATD Core Team.
2. Approval of Minutes
3. Recorders – none
4. Old Business - none
5. Sub-Committee Updates (if applicable): none
6. New/Other Business:  
 The following summary was given to the Data Team to remind them of what data had been collected to date:
  - Student retention – overall – focus groups
  - Student retention – based on early warning letters – focus groups
  - Success rates (ABC) for first year courses – focus groups

- Success rates (ABC) in learning communities and co-reqs – focus groups \*\* QEP is based on this so we should probably include this one for sure
- Completion in college level courses towards college credentials – 6+ and 12+ credit hours (including those that earn 0 credit hours)
- SENSE and CCSSE data disaggregated by focus groups – these are the only quantitative measures we have right now

**Below is a compilation of the responses received from team members:**

- 1) Completion in college level courses for first-time, full-time freshman
  - As Ken Pittman pointed out, for Fall 2018, **39%** of first-time, full-time freshman earned 6 or less college-level credit hours. This means they are withdrawing from or failing **50%** or more of enrolled college-level courses (based on 12 credit hours being full time).

<b>Fall 2018 FTFTF Earning 6 or Less College-Level Credit Hours</b>											
	Females	Males	White	URM	Other	Age 25 +	Under 25	Pell	No Pell	Learning Support	No Learning Support
<b>0 - 6 Credit Hours</b>	139	76	131	79	5	37	178	164	51	187	28
<b>% of 0 - 6 Cr Hrs</b>	<b>39%</b>	<b>39%</b>	<b>32%</b>	<b>61%</b>	<b>45%</b>	<b>63%</b>	<b>36%</b>	<b>47%</b>	<b>26%</b>	<b>49%</b>	<b>16%</b>
<b>Total in Group</b>	353	196	409	129	11	59	490	352	197	379	170
Total First Time Full Time Freshman 549						Total Enrollment 2977					
<b>Source: ATD0004</b>											
<b>URM - Underrepresented Minority</b>											

- We were urged by the ATD coaches to look at full-time, first-time freshman earning 0 credit hours in a term. Our data shows **14%** of all first-time, full-time freshman earned 0 college-level credit hours in fall 2018.

<b>Fall 2018 Full-Time, First-Time Freshman Earning 0 College Level Credit Hours</b>											
	Females	Males	White	URM	Other	Age 25 +	Under 25	Pell	No Pell	Learning Support	No Learning Support
<b>0 Credits</b>	51	28	58	18	3	14	65	60	19	64	15
<b>% 0 Cr Hrs of Total</b>	<b>14%</b>	<b>14%</b>	<b>14%</b>	<b>14%</b>	<b>27%</b>	<b>24%</b>	<b>13%</b>	<b>17%</b>	<b>10%</b>	<b>17%</b>	<b>9%</b>
<b>Total in Group</b>	353	196	409	129	11	59	490	352	197	379	170
Total First Time Full Time Freshman 549						Total Enrollment 2977					

**2) Fall to fall student retention for first time, full-time freshman**

- The overall first-time, full-time freshman retention rate from fall 2017 to fall 2018 was **49%**. The chart below displays retention rates for the same time period by focus population. As you can see, only the adult learner focus population is higher than the overall rate.

<b>First Time Full Time Freshman</b>			
<b>Fall 2017 to Fall 2018 Retention</b>			
	<b>Total</b>	<b>Total</b>	<b>%</b>
	<b>Enrolled</b>	<b>Retained</b>	<b>Retained</b>
<b>Female</b>	328	173	53%
<b>Male</b>	196	82	42%
<b>Trad Age</b>	498	238	48%
<b>Adult</b>	26	17	65%
<b>Other</b>	11	5	45%
<b>URM</b>	143	61	43%
<b>White</b>	370	189	51%
<b>LSP</b>	384	180	47%
<b>No LSP</b>	140	75	54%
<b>Pell Elig</b>	380	183	48%
<b>Not Pell Elig</b>	144	72	50%
<b>Total FTTF</b>	524	255	49%

Source: ATD0004

URM – Underrepresented minorities – includes Alaskan Native, American Indian, Black, Hawaiian/Pacific Islander, Hispanic, and multi-racial students Other – Asian and unclassified students

**3) Success rates in learning communities**

- As Dr. Garcia pointed out to us during his visit February 1<sup>st</sup>, we have a unique situation with our learning communities having a built-in control group. One of our QEP objectives is to track the success rates of students enrolled in a learning community against those of students enrolled in the same course but not in a learning community. We can take this one step further and compare success rates of our focus populations in learning communities with those not in learning communities.

The chart below displays success rates for co-requisite and stand-alone courses for fall 2018.

	Female		Male		URM		White		Adults		Traditional		Pell Elig		Not Pell Elig	
	Enrolled A, B, C		Enrolled A, B, C		Enrolled A, B, C		Enrolled A, B, C		Enrolled A, B, C		Enrolled A, B, C		Enrolled A, B, C		Enrolled A, B, C	
COMM 2025 - with coreq	39	67%	9	56%	17	71%	31	61%	4	75%	44	64%	36	67%	12	58%
COMM 2025 - w/o coreq	60	87%	23	78%	18	67%	64	89%	5	100%	78	82%	46	80%	37	89%
ENGL 1010 - with coreq	120	68%	52	63%	70	61%	98	69%	38	79%	134	63%	137	62%	35	83%
ENGL 1010 - w/o coreq	120	73%	81	62%	28	57%	168	71%	23	83%	178	67%	121	67%	80	71%
MATH 1530 - with coreq	33	52%	13	38%	5	40%	40	50%	15	53%	31	45%	35	46%	11	55%
MATH 1530 - w/o coreq	58	47%	25	24%	14	29%	66	39%	1	100%	82	39%	52	29%	31	58%
ENGL 0810 - with coreq	120	78%	52	71%	70	73%	98	78%	38	81%	134	73%	158	73%	47	89%
MATH 0530 - with coreq	33	61%	13	69%	5	60%	40	65%	15	53%	31	68%	35	57%	11	82%
READ 0810 - with coreq	140	80%	65	71%	86	80%	116	75%	45	82%	160	76%	137	72%	35	94%

Source: QEP0007

READ 0810 is a coreq with COMM 2025 & ORN1010

### Based on results from the CCSSE and SENSE surveys:

- 1) **Communication Issue** – CCSSE results for the question “Someone at DSCC contacts me if I am struggling with my studies” reveal that that two of our focus populations struggle and no one contacts them. Almost half (42%) of the underrepresented minority group and exactly half (50%) of female respondents indicated they are not being contacted when they are struggling. I think Josh Duggin states it best “This, in my opinion, can be the result of several factors, including”:
  - o The student did not check their e-mail for notifications.
  - o Their instructor/advisor is not giving adequate feedback.
  - o Some combination of the above.
  - o Another issue that we are unaware of from the student’s point of view.

Regardless, this is a disturbing response from two of our student groups, especially considering the amount of time and effort we put into our current student success initiatives and programs and the fact that most of these students have already been through one term at DSCC (the CCSSE is administered in the Spring). The Core Team could investigate a) what is currently being communicated (and when) and b) what can be improved or added to augment these efforts. There is apparently a belief among half of our students that DSCC is not taking measures to assist them when they are struggling – we need to dig deeper and find out why.”

- 2) **Academic Support** – Several faculty were present at meetings with the ATD coaches on February 1st and most were surprised by the response of “never or one” to the question regarding supplemental instruction for all focus populations. The responses of both SENSE and CCSSE regarding tutoring were somewhat surprising and a topic of discussion.

**SENSE (administered to incoming freshman during first few weeks of fall semester):**

Within the first 3 weeks of school, I have:						
participated in supplemental instruction - extra class session with instructor, tutor, etc.	African American	White	Difference	Male	Female	Difference
Never or One	76%	83%	-7%	89%	74%	15%
Two or more	24%	17%	7%	11%	26%	-15%
participated in supplemental instruction - extra class session with instructor, tutor, etc.						
	Traditional Age	Adult	Difference	LSP	Non-LSP	Difference
Never or One	83%	67%	16%	74%	86%	-12%
Two or more	17%	33%	-16%	25%	14%	11%
Face to face tutoring						
	Traditional Age	Adult	Difference	LSP	Non-LSP	Difference
Never or One	86%	58%	28%	76%	88%	-12%
Two or more	14%	42%	-28%	24%	12%	12%

**CCSSE (administered to all students during spring semester):**

Peer or other tutoring	Men	Women	Difference	Trad Age	Adults	Difference
Never/One Time	73%	62%	11%	70%	57%	13%
2 or More	27%	38%	-11%	30%	43%	-13%
Peer or other tutoring	White	URM	Difference	LSP	Non LSP	Difference
Never/One Time	72%	51%	21%	56%	72%	-16%
2 or More	28%	49%	-21%	44%	28%	16%

All ATD Data Team members agreed to these data points being forwarded to the Core Team as recommendations for focus of ATD Action Plan.

7. Next Meeting: The next meeting date will be determined.
8. Meeting adjourned: Data findings forwarded to ATD Core Team on 3/4/2019 by Mary Ricks.
9. Minutes Submitted by Mary Ricks, 3/4/19.