

Achieving the Dream – Data Team

Minutes

April 30, 2012

2:30-4:30

PCR

Present: Elizabeth Bell, Tim Russell, Nancy Sander, Rebecca Tillberg, Fran Leonard, Judith Ann Friedman, Clare Norris, Mary-Jo Apigo, Art Lara

1. *Review of Minutes.* Approved as submitted.
There was informal discussion of obstacles to student success, such as the availability of books and financial aid.
2. *Approve Agenda.* Approved as proposed with the note that the Implementation Proposal is included in the agenda item about ATD report to Senate. Also, the agenda is so long that we may not talk about all items.
3. *ATD report to Senate.* Clare Norris reported that the Academic Senate, at its most recent meeting, approved the ATD priorities. Now the implementation strategies for the next 3 years are being developed and discussed. Clare led discussion about the strategies, and described the proposal. The proposal begins with the 4 principles, which include Committed Leadership; Use of Evidence to Improve Policies, Programs, and Services; Broad Engagement; and Systemic Institutional Improvement. The three priorities of West's plan are broad, with measureable objectives that include ranges of success rates. The 3 priorities came from the 9 that the Data Team developed. The first intervention is enhanced communication with students (Navigating West): this intervention involves student services. Second intervention is Counselor-driven multi-level Faculty Advising. There has been extensive discussion with the Counseling department about the ability of faculty to do advising. There is a fine line between counseling and advising. Faculty advisors would need to be trained; there needs to be open communication between faculty and counselors. Elizabeth pointed out that it would be important for faculty advisors to add notes to the student record so that counselors would know what the student had been told. There could be advising training for 2 days during flex week. The last intervention is Professional Development. A number of ways to provide professional development are included in the plan, including the 3CSN 5 year student success grant; we're in year 3 of that grant. They're offering training during the summer, and 3 people from West will go. Want to form inquiry groups to create a student-centered culture at West to respond to student needs. The next priorities are English and Math sequence completion. The planned intervention is an Enhanced Tutoring Program. SMC has a model tutoring program. A student survey done in Learning Skills could be helpful in designing the training for West. Other activities will occur but are not included in the implementation proposal, including math curricular redesign and a Pathways grant to include math bootcamp.

Clare described the Workplan for each intervention. The plan for Welcome Day is to invite students to campus before classes begin. Faculty need to be informed about 'Welcome Day' way in advance to get them involved in the day. ASO could give campus tours for new students. Maybe discounts in the bookstore could be made available.

Clare reviewed the budget included in the Plan. Clare spoke with Mark Pracher about grant possibilities. He had some good suggestions. For example, the interventions that close achievement gaps could be addressed in grants we already have and in new grants. The budget includes a 40% Faculty Coordinator and 3 Tutors to pilot in-class tutoring. Other direct expenses include materials and computers for Welcome Day. Rebecca pointed out that we need to add a budget item for a Research Analyst for research support.

Congratulations to Clare and Mary-Jo for the preparation of a solid plan. The plan will be finalized for Senate approval on May 8, and for submission to ATD by May 15.

4. *Analysis of Focus Group Data.* Judith Ann reported on the method used for preliminary analysis of the focus group data: First, look through responses and identify themes; then did frequency distribution on the themes; then charted out the themes, focus groups, and theme counts. Then the most frequently-occurring themes can be identified. The accuracy of the counts depends on the detail used in the 'notes' recorded by the note takers (several students vs. 2 students). Other limitations of the data include inconsistencies in the implementation of the focus groups and in the note taking. It seemed that the focus group process improved over time. Before doing online focus groups, we should identify what we were able to get and what we weren't able to get with the questions in the first focus groups.

There was discussion about what should we do with all this data? Judith Ann will supervise a student worker to do further content analysis and coding. We can use the results to inform future focus groups; we also want to share the data; the data could be reported in a newsletter column; if it is done in time it will be used to inform the Implementation Proposal. We will want to do more focus groups in the fall to evaluate the initiatives.

There was a brief review of the Learning Skills & Tutor Program Student Survey and how it can augment focus group data.

5. *Baseline data for priorities – ethnicity data for sequence completion.* Rebecca shared the results of a tracking study that followed students from English 21 through English 101, and from Math 115/117 through Math 125/128. This is the baseline data for two of the ATD priorities. The source of the data is the 3CSN Basic Skills Cohort Tracker, an online application that was developed through the CCCCO and uses MIS data. Students were compared by ethnicity and by receipt of financial aid. Summary of findings:
 - English Sequence, English 21-English 28-English101
 - Overall successful completion was 18%
 - The number of white students was too small for analysis

- Successful completion of black and Hispanic students was 17%, and of Asian students was 20%, a very small difference
 - Receipt of financial aid made a difference: students with no aid had a 10% successful completion rate; those with financial aid had 20% successful completion rate; and those with EOPS had a 32% successful completion rate
 - Math Sequence, Math 115/117 – Math 125/128
 - Overall successful completion was 12%
 - The number of Asian students was too small for analysis
 - There was a substantial difference in successful completion by ethnicity: black students had a 5% success rate; Hispanic students had a 19% success rate, and white students had a 10% success rate.
 - Receipt of financial aid made no difference in success rates.
 - The need to ‘drill down’ further into the data to consider age and gender in addition to ethnicity was identified, along with the interaction of the various variables.
6. *ARCC Data*. Rebecca presented the most recent ARCC data. The low SPAR rate is the basis for the third ATD priority. ARCC data is presented in two ways: longitudinally by college, and comparison with other colleges within peer groups. Most of the measures so slight declines for West over the last 3 years, and West is below the peer group average on all measures. Another way of looking at the data is to compare SPAR (Student Progress & Achievement Rate) for the 9 LACCD colleges. Last year all LACCD colleges were below the State average, and this year, only one LACCD college (Pierce) is above the State average. Within the district, West ranks fifth in its SPAR rate.

The meeting adjourned at 5:00.