

Achieving the Dream – Data Team

Notes

October 12, 2011

2:30

HLRC 4th Floor

Present: Holly Bailey-Hofmann, Patricia Banday, Elizabeth Bell, Matthew Robertson, Rebecca Tillberg, Beraki Woldehaimenot

1. *Approval of draft Notes.* The Notes were approved with the addition of a mention that we discussed instructor-level data when we went more deeply into course completion rates.
2. *Meeting schedule.* The group approved the schedule of meeting weekly until the presentation by the Data Team of findings to the Student Success Committee/AtD Core Team. The dates are:
 - Oct. 19,
 - Oct. 26, and
 - Nov. 2 with the Student Success Committee.
 - The meetings will continue to be at 2:30 in HLRC 4th Floor.

Rebecca raised the question of having a co-chair for the Data Team. Elizabeth expressed interest in the role. A final decision will be held over until the next meeting.

3. *Follow-up from last meeting: Primary Language of students.* Two team members, Holly and Nancy, raised questions about the reliability of the data about Primary Language that was discussed at the Oct. 5 meeting. Rebecca brought the Application for Admission so that we could see the exact wording of the question students respond to. Although we decided to hold discussion over to the next meeting so that Nancy could be present, we did touch on several issues related to primary language, English language learners and 'generation 1.5' students.

We briefly highlighted the AtD Planning Year Work Plan, which has been edited since we reviewed it at the last meeting. One activity specifically involves the Data Team: "Hold ongoing facilitated discussions about data at division meetings." We'll discuss this more in the future.

4. *Continue review of Currently-available data.* We focused on two sections from West's College Profile, API (Academic Performance Index) data about West's feeder high schools, and assessment/placement information. Highlights include:
 - Feeder high school API data
 - Data reviewed included:
 - Base API score
 - Statewide Rank
 - Similar Schools Rank
 - Participants in Gifted and Talented Educ. Prog. (%)
 - English Learner (%)
 - Participants in Free or Reduced Lunch (%)
 - Parent Education Level - % High School Graduate or Less

- Multi-track Year Round School
 - Graduation Rate for 2010, Class of 08-09
 - 6 of West's feeder high schools are in the bottom 10% State-wide in API scores
 - A few are in the top 80-90% State-wide in API scores (Culver City, Palisades Charter, Beverly Hills)
 - The data tended to reinforce the major issues many of West's students face: weak high school API scores, low high school graduation rates, poverty, and lack of college education of parents.
 - Assessment / placement data
 - Math: 2%-2.5% place at college level (Math 260-261, Math 241); over 50% place at basic skills levels (Math 110/112; Math 105)
 - English: 25% place at college level (English 101); 35% place at basic skills levels (English 21/73; English 20A)
 - ESL: Only ESL 4, 5, 6, and 8 are offered, and these are transferable and considered to be at college level. In 2010, 156 students took the ESL placement test.
 - Most discussion focused on the low levels of Math placement. We talked about some of the strategies to address this situation. At West, a Winter Bridge for UMOJA seemed to help with Math learning. We need data about this. At Pierce, an intensive, 3-semester course sequence was developed and is now offered; it involves immersion approach. At Southwest, all basic skills math was moved to non-credit. There are many pros and cons to this approach. Since no units or grades are earned, students do not exhaust the limit on basic skills units from repetition of math courses; the GPA is not hurt by low Math grades; the courses do not qualify for financial aid eligibility.
 - There was some discussion about the requirement to offer sufficient sections of English and math at the appropriate levels. The concern is that the college could not offer sufficient sections to meet the entire demand for basic skills English and math classes, and at the same time the offering of advanced classes suffers.
 - We discussed the effect of students dropping promptly, before the no penalty drop date, and of faculty excluding students promptly who stopped attending class. If these drops/exclusions occurred, success rates would improve since the students would no longer be in the denominator as an unsuccessful student.
5. *Additional Data Needed.* As we reflected on the available data, related questions emerged that required additional data:
- Need for district-wide Student Survey results to compare rates of first generation college students.
 - Need more enrollment data for advanced English and Math courses to help address the question of whether or not sufficient sections of needed levels are offered.
 - Statistical significance testing of differences among groups
 - Add to the API data with English and math scores