

# Core Team Meeting

April 25, 2014

Lynn Library 207

9:00 a.m.

## Minutes

**MEMBERS PRESENT:** Bob Austin, Dr. Kathy Wetzel, Dr. Russell Lowery-Hart, Danita McAnally, Susan Burks, Carol Bevel, Janet Barton, Janine Good, Penny Massey, Dr. Tamara Clunis, Melanie Castro and Megan Eikner

Others present: Sharon Delgado and Kelly Prater

Student Representatives: Seth Brogdon

Recorder: Carolyn Leslie

**MEMBERS ABSENT:** April Sessler, Dr. Paul Matney, Jason Norman, Bruce Moseley, Heather Voran, Olga Bustos and Student Representative: Andrew Alexander

### **VIDEO FROM ACHIEVING THE DREAM CONFERENCE (Bob Austin)**

- Bob Austin showed a video from the opening session of the Achieving the Dream Conference he attended in February. In the video, Angel Sanchez, a student at Valencia College in Orlando, Florida, gave his testimony of how individuals influenced him to leave behind a life of drugs and incarceration and reach for a successful goal through education. Mr. Sanchez attended Valencia College, which is a community college, and challenged the educators at the Achieving the Dream Conference to be active in accepting, empowering, and advocating for the students at their college so they can be successful in pursuing their dreams through the education pathway.
- Bob said the video is located on the Achieving the Dream website if anyone would like to show it free of charge to a group.

### **APPROVAL OF MINUTES (Bob Austin)**

- Bob Austin asked for approval of the minutes from the March 24, 2014 No Excuses Core Team meeting. Susan Burks made a motion to approve the minutes and Dr. Russell Lowery-Hart seconded the motion. The minutes were approved by majority vote.

### **CALL FOR ADDITIONAL AGENDA ITEMS AND ACTION ITEMS (Bob Austin)**

- There were no additional agenda items or action items brought up by committee members.

### **PROMISING PRACTICES (Bob Austin)**

- **Financial Intervention Update**-Committee member, Olga Bustos, was to give a report concerning students who dropped classes for nonpayment during the spring semester. Olga was unable to attend the meeting so she will give a report at the June 20<sup>th</sup> meeting.
- Bob Austin said this matter will be moved to an action item for the purpose of setting aside money to financially help students so they can complete their classes.
- **Course Scheduler Update**-The contract with the vendor for Course Scheduler was finalized on April 24<sup>th</sup>. The contract will begin on May 1<sup>st</sup> and be on the Amarillo College website by June 1<sup>st</sup>. Bob said that students will be able to choose the days and times that they are available for classes. They can use the software program to see the best options for alternate schedules.

Bob stated that if Course Scheduler is implemented at this time, it will be available during July and August which are the busiest times for fall registration.

## **DISCUSSION ITEMS**

- **AC Drill-Down Data (Danita McAnally and Sharon Delgado-Consultant for Institutional Research)**
  - Danita introduced Ms. Delgado to the committee and told of her start at Amarillo College. Ms. Delgado also earned a Masters Degree in Psychology and is an Institutional Research Specialist.
  - Ms. Delgado gave a presentation to the committee entitled "Amarillo College Early Predictors of Attrition: Demographic Breakdown and Developmental Courses". She went through data from her handouts which also included "Supplemental Tables: Demographic Breakdown". (See Handout)
  - The data included the attrition rate for fall 2011-spring 2012. The significant findings had to do with the number of hours the student took. The more hours a student was enrolled in, the higher the retention rate. The age of the student also seemed to influence the data.
  - After Ms. Delgado presented her findings, there was a discussion of several factors which could also affect attrition and retention. Some of the factors mentioned included:
    - Students receiving their GED prior to enrolling at Amarillo College-these students have high goals for completion and must battle through many obstacles to achieve their goal of receiving their GED.
    - Students who plan to transfer to a 4 year college or university-these students have high goals for completion of a higher degree than a certificate or Associate Degree.
    - The fact that sometimes students have to add classes not required by their course of study in order to receive financial aid so they can stay in school.
    - The idea was presented that younger students may not have the motivation or goals needed to be completers.
- **Concluding Thoughts**
  - Dr. Tamara Clunis asked to look at the figures from fall to fall rather than fall to spring over a longer period of time to make sure the numbers were sustained.
  - Dr. Russell Lowery-Hart stated that a series of focus groups are going to evaluate what the student's experience has been at Amarillo College.
  - Kelly Prater stated that it is very important for students to define their career path as financial aid requirements are changing.
  - Ms. Delgado gave everyone a handout on Supplemental Tables: Developmental Courses. (See Handout) In Ms. Delgado's data, students who were enrolled in developmental courses retained at the same rates as those who were not enrolled in developmental courses.
  - Kathy Wetzel said that she would like to see more data on employment and how it affects retention.
- **Co-Requisite Models in Developmental Education (Tamara Clunis)**
  - Dr. Clunis gave committee members a handout entitled: Co-Requisite Models for Developmental Education: A Structural Look. (See Handout)
  - She addressed the issue of trying to accelerate students through remediation. Dr. Clunis stated that students at the highest level of developmental courses can complete college level courses.
  - Dr. Clunis spoke with advisors who said they are excited about the idea of reading co-requisites. According to the co-requisite model for Developmental Education, Reading 0331 would be a co-requisite with Humanities, STEM, Health Science and

Technical Education courses. This implementation must be rolled out properly with supporting data therefore it may be a year before it is implemented.

- Dr. Clunis is approaching instructors to look at a comprehensive analysis of 40 courses that require reading as a prerequisite in order to take another course.
- She is wanting to engage the Core Team and Faculty Senate with the co-requisite ideas and is talking with individuals who have done rigorous work in the area of co-requisites.

- **Review of 2013-2014 No Excuses Goals (Russell Lowery-Hart)**

- Achieving the Dream's Goal is stated as: Success for more community college students, especially students of color and low-income students.
- Dr. Lowery-Hart said that the needle is moving forward by the work that has been done in the following areas:
  - Successfully complete remedial or developmental instruction and advance to credit-bearing courses.
  - Enroll in and successfully complete the initial college-level or gateway courses in subjects such as math and english.
  - Completion of the courses students take with a grade of "C" or better.
  - Persistence from one term to the next.
  - Attain a certificate or degree.

- **Preview of 2014-2015 No Excuses Goals (Russell Lowery-Hart)**

- Dr. Lowery-Hart stated that the Achieving the Dream coaches were in the Core Team meeting last month. At the conclusion of their visit, the coaches discussed the data that has been collected since Achieving the Dream began at AC. The coaches recommended that Amarillo College apply for leader college status one year early as a result of the data they shared.
- Dr. Lowery-Hart said that improvements have been made in each goal except for successfully completing remedial or developmental instruction and advancing to credit-bearing courses.
- Amarillo College's application to become a leader school will be based on goal number 4: persistence from one term to the next. AC's base score in this area has moved from 47% to 51% due to increased tutoring for students and increased hours spent in the Math Outreach Center by students.
- Dr. Lowery-Hart told of the many benefits of being a leader college with Achieving the Dream. Access to grants, professional development opportunities for faculty and staff, and access to policy making decisions are some of the benefits of being a leader school. Presidents of leader colleges also have the opportunity to meet and negotiate with legislators in order to have an impact in policy and legislation that is currently being addressed.

## **CONCLUSIONS**

- Dr. Lowery-Hart gave three actions for the coming year.
  1. Create full time enrollment initiative.
  2. Build welcoming atmosphere of customer service for students and everyone associated with Amarillo College.
  3. Extend proactive advising.
- Danita McAnally stated that she would like to have conversations on promising practices. She would also like to add a 4<sup>th</sup> goal of promising practices on corequisites.
- Dr. Clunis stated that she would like to discuss a possible weekend college initiative where only core classes would be held and services would be available on the weekends.
- Dr. Lowery-Hart said that the new scheduling software may indicate when students are needing classes and this issue could be addressed in focus groups.

- Dr. Lowery-Hart stated that the most important message from today's meeting was laid out by Angel Sanchez's testimony and challenge to make sure that we show empowerment, advocacy and acceptance toward our students and each other.

#### **ADJOURNMENT**

- The meeting adjourned at 10:50 a.m.

Recorder: Carolyn Leslie

Carolyn Leslie



# Amarillo College

## Early Predictors of Attrition

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### Demographic Breakdown and Developmental Courses

Sharon A. Delgado, Institutional Research Analyst  
4-22-2014

# Demographic Breakdown

- Demographic comparisons followed trends in the overall model. Full-time students consistently out-performed part-time students across all demographic groups.
- Students taking 1-5 hours had the lowest retention rates across the majority of demographic groups.
- Overall, male students and younger students tended to perform relatively poorly when enrolled part-time compared to their peers. Retention was also lower for part-time students with a certificate objective.
- Students admitted on individual approval, Asian students enrolled in 6-11 hours and 17-19 year-old part-time students enrolled in certificate programs had lower retention rates. However, these were small groups and the results may not be reliable.

# Table 1: Gender

- Male retention differed from female retention at 1-5 semester hours. Retention rates were almost reversed for males (38%) when compared to females (63%).
- Retention was also relatively low for males enrolled in 6-11 hours (57%).
- Full-time status virtually erased gender differences in retention.

## Table 2: Race/Ethnicity

- Retention rates were fairly similar among racial/ethnic groups, with higher retention for full-time compared to part-time students.
- Asian students with 6-11 hours had a lower retention rate (55%) than their peers.
- Hispanic students also had a lower retention rate (62%) than White or Black students in the 6-11 hours category.
- Black students had the lowest retention among full-time students (71%).

## Table 3: Age Groups

- In the 1-5 hours category, retention was similar (under 55%) across all age groups.
- The highest retention rate for students taking 6-11 hours was in the 30 and above age group.
- Full-time students had high rates of retention across all age groups.

## Table 4: Basis for Admission

- A small group of students admitted on an individual approval basis had low rates of retention overall, even when enrolled full-time.
- Students admitted with a GED enrolled in 6-11 hours had a somewhat higher retention rate (68%) than high school graduates (65%).
- High school graduates taking 12 or more hours had higher retention (79%) than students admitted with a GED (74%).



## Tables 5 and 6: Educational Objective

- Students taking less than 12 hours with a certificate objective had lower rates of retention than students pursuing an Associate degree or transfer credit.
- As seen in Table 6 (part-time students), 17-19 year-old students pursuing a certificate or Associate degree had lower rates of retention than older students with the same objective.
- Students age 30 and above with an Associate degree objective had the highest rate of retention (75%) in that category, followed by 17-19 year-olds seeking transfer credit (70%).
- The small group of 20-29 year-old students seeking transfer credit demonstrated much lower retention (53%) compared to 17-19 year-old students in this category.

# Developmental Courses

- Overall, students enrolled in developmental courses were retained at somewhat lower rates than students who were not enrolled in developmental coursework.
- When all developmental courses were included in the analysis, most students performed close to the overall average.
- Following the trend of the overall model, full-time students taking developmental courses demonstrated higher levels of retention than part-time students.

# Developmental Courses, Continued

- Table 1: When enrolled in 6 or more hours of developmental education, part-time students had slightly lower retention (62%) than students with no developmental coursework.
- Full-time students enrolled in 6 or more hours of developmental coursework were retained at a lower rate (73%) than their peers with no developmental courses (80%).
- Table 2 (all developmental courses): In the 6-11 hour category, students enrolled in two developmental courses had a lower retention rate (59%) than other students in this category.
- Full-time students with a higher number of developmental courses had somewhat lower retention than their peers.

## Basic Academic Skills and Developmental English, Math and Reading

- Table 3: Rates of retention were similar for students enrolled in one or more Basic Academic Skills courses when compared with students not enrolled in these courses.
- Table 4: Students enrolled in developmental English had a slightly higher retention rate when taking 6-11 hours.
- Table 5: A small group of developmental math students taking 1-5 hours had a higher retention rate (56%) than students who were not enrolled in a developmental math course.
- Table 6: Full-time students with one developmental reading course had a somewhat lower retention rate than students who were not enrolled in developmental reading.

# Amarillo College

## Early Predictors of Attrition

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Supplemental Tables: Demographic Breakdown

Sharon A. Delgado

4/18/2014

**Table 1****Attrition Status by Gender and Semester Hours**

Semester Hours	Gender				Total	% of Total
	Male		Female			
	Number	Percent	Number	Percent		
1-5 Hours						
Retained Group	52	38	97	63	149	51
Attrition Group	85	62	58	37	143	49
Total	137	100	155	100	292	100
6-11 Hours						
Retained Group	368	57	615	69	983	64
Attrition Group	274	43	278	31	552	36
Total	642	100	893	100	1535	100
12 or More Hours						
Retained Group	740	77	897	78.5	1637	78
Attrition Group	222	23	245	21.5	467	22
Total	962	100	1142	100	2104	100



**Table 2****Attrition Status by Race/Ethnicity and Semester Hours**

Semester Hours	Race/Ethnicity								Total	% of Total
	White		Black		Asian		Hispanic			
	N	%	N	%	N	%	N	%		
1-5 Hours										
Retained Group	64	54	17	49	7	58	56	48	144	51
Attrition Group	55	46	18	51	5	42	60	52	138	49
Total	119	100	35	100	12	100	116	100	282	100
6-11 Hours										
Retained Group	450	67	76	65	29	55	383	61.5	938	64
Attrition Group	223	33	41	35	24	45	240	38.5	528	36
Total	673	100	117	100	53	100	623	100	1466	100
12 or More Hours										
Retained Group	728	77	81	71	23	79	733	79	1565	78
Attrition Group	218	23	33	29	6	21	193	21	450	22
Total	946	100	114	100	29	100	926	100	2015	100

**Table 3****Attrition Status by Age Group and Semester Hours**

Semester Hours	Age Groups						Total	% of Total
	17-19		20-29		30 and Above			
	N	%	N	%	N	%		
1-5 Hours								
Retained	47	52	57	48	41	53	145	50.5
Attrition Group	44	48	61	52	37	47	142	49.5
Total	91	100	118	100	78	100	287	100
6-11 Hours								
Retained	451	61	342	64	187	74	980	64
Attrition Group	292	39	195	36	65	26	552	36
Total	743	100	537	100	252	100	1532	100
12 or More Hours								
Retained	1129	78.5	371	76	134	77	1634	78
Attrition Group	309	21.5	117	24	41	23	467	22
Total	1438	100	488	100	175	100	2101	100

**Table 4****Attrition Status by Basis for Admission and Semester Hours**

Semester Hours	Basis for Admission						Total	% of Total
	High School Graduate		Individual Approval		GED			
	N	%	N	%	N	%		
1-5 Hours								
Retained Group	108	54.5	23	43	18	44	149	51
Attrition Group	90	45.5	30	57	23	56	143	49
Total	198	100	53	100	41	100	292	100
6-11 Hours								
Retained Group	775	64.5	40	46.5	168	68	983	64
Attrition Group	426	35.5	46	53.5	80	32	552	36
Total	1201	100	86	100	248	100	1535	100
12 or More Hours								
Retained Group	1463	79	23	57.5	151	74	1637	78
Attrition Group	397	21	17	42.5	53	26	467	22
Total	1860	100	40	100	204	100	2104	100

**Table 5****Attrition Status by Most Recent Educational Objective and Semester Hours**

Semester Hours	Educational Objective						Total	% of Total
	Associate Degree		Transfer Credit		Certificate Completion			
	N	%	N	%	N	%		
1-5 Hours								
Retained Group	88	53	23	57.5	38	45	149	51
Attrition Group	79	47	17	42.5	47	55	143	49
Total	167	100	40	100	85	100	292	100
6-11 Hours								
Retained Group	720	65	108	69	155	58.5	983	64
Attrition Group	394	35	48	31	110	41.5	552	36
Total	1114	100	156	100	265	100	1535	100
12 or More Hours								
Retained Group	1163	78	329	79	145	75	1637	78
Attrition Group	333	22	86	21	48	25	467	22
Total	1496	100	415	100	193	100	2104	100

**Table 6**

**Age Group and Educational Objective: Part-time Students**

**Fall to Spring Attrition \* Age Groups \* Most Recent Educational Objective Crosstabulation<sup>a</sup>**

Most Recent Educational Objective				Age Groups			Total
				17-19	20-29	30 and above	
Associate Degree	Fall to Spring Attrition	Retained	Count	368	291	148	807
			% within Age Groups	59.3%	63.0%	75.1%	63.0%
		Did Not Return	Count	253	171	49	473
			% within Age Groups	40.7%	37.0%	24.9%	37.0%
	Total		Count	621	462	197	1280
			% within Age Groups	100.0%	100.0%	100.0%	100.0%
Transfer Credit	Fall to Spring Attrition	Retained	Count	98	21	6	125
			% within Age Groups	70.0%	52.5%	66.7%	66.1%
		Did Not Return	Count	42	19	3	64
			% within Age Groups	30.0%	47.5%	33.3%	33.9%
	Total		Count	140	40	9	189
			% within Age Groups	100.0%	100.0%	100.0%	100.0%
Certificate Completion	Fall to Spring Attrition	Retained	Count	32	87	74	193
			% within Age Groups	43.8%	56.9%	59.7%	55.1%
		Did Not Return	Count	41	66	50	157
			% within Age Groups	56.2%	43.1%	40.3%	44.9%
	Total		Count	73	153	124	350
			% within Age Groups	100.0%	100.0%	100.0%	100.0%
Total	Fall to Spring Attrition	Retained	Count	498	399	228	1125
			% within Age Groups	59.7%	60.9%	69.1%	61.8%
		Did Not Return	Count	336	256	102	694
			% within Age Groups	40.3%	39.1%	30.9%	38.2%
	Total		Count	834	655	330	1819
			% within Age Groups	100.0%	100.0%	100.0%	100.0%

a. Full or Part Time = Part Time

# Amarillo College

## Early Predictors of Attrition

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Supplemental Tables: Developmental Courses

Sharon A. Delgado

4/18/2014



**Table 1****Attrition Status by Developmental Courses (6 or more credit hours\*) and Semester Hours**

Semester Hours	Developmental Courses				Total	% of Total
	None		6 or more hours			
	Number	Percent	Number	Percent		
<b>6-11 Hours</b>						
Retained Group	635	65	341	62	976	64
Attrition Group	340	35	211	38	551	36
Total	975	100	552	100	1527	100
<b>12 or More Hours</b>						
Retained Group	1191	80	443	73	1634	78
Attrition Group	304	20	161	27	465	22
Total	1495	100	604	100	2099	100

\*Students enrolled in less than 6 credit hours of developmental courses are excluded from this table. Developmental courses include Basic Academic Skills courses in reading, math and writing (BASR, BASM and BASW 0302); ESL courses (0311-0345); developmental English (0301-0302), Math (0301-0303) and Reading (0301-0331). BAS 0103, 0203 and 0303 were excluded because these courses do not meet TSI requirements.

**Table 2****Attrition Status by Number of Developmental Courses\* and Semester Hours**

Semester Hours	Number of Developmental Courses										Total	% of Total
	None		One		Two		Three		Four			
	N	%	N	%	N	%	N	%	N	%		
1-5 Hours												
Retained Group	43	48	89	51	11	65	2	N/A	0	N/A	145	51
Attritron Group	46	52	87	49	6	35	1	N/A	0	N/A	140	49
Total	89	100	176	100	17	100	3	N/A	0	N/A	285	100
6-11 Hours												
Retained Group	230	69	347	65	290	59	107	65	2	N/A	976	64
Attritron Group	102	31	190	35	202	41	57	35	0	N/A	551	36
Total	332	100	537	100	492	100	164	100	2	N/A	1527	100
12 or More Hours												
Retained Group	630	82	528	77	264	75	199	73	13	68	1634	78
Attritron Group	140	18	156	23	90	25	73	27	6	32	465	22
Total	770	100	684	100	354	100	272	100	19	100	2099	100

\*Number of developmental courses includes Basic Academic Skills courses in reading, math and writing; ESL courses (0311-0345); developmental English (0301-0302), Math (0301-0303) and Reading (0301-0331). Basic Academic Skills courses range from one to three semester hours (BASR, BASM and BASW 0101, 0202, 0302). BAS 0103, 0203 and 0303 were excluded because these courses do not meet TSI requirements.

**Table 3****Attrition Status by Number of Basic Academic Skills Courses\* and Semester Hours**

Semester Hours	Number of Basic Academic Skills Courses										Total	% of Total
	None		One		Two		Three		Four			
	N	%	N	%	N	%	N	%	N	%		
1-5 Hours												
Retained Group	109	49.5	26	50	8	N/A	2	N/A	0	N/A	145	51
Attrition Group	111	50.5	26	50	2	N/A	1	N/A	0	N/A	140	49
Total	220	100	52	10	10	N/A	3	N/A	0	N/A	285	100
6-11 Hours												
Retained Group	789	64	160	63	23	62	3	N/A	1	N/A	976	64
Attrition Group	438	36	95	37	14	38	4	N/A	0	N/A	551	36
Total	1227	100	255	100	37	100	7	N/A	1	N/A	1527	100
12 or More Hours												
Retained Group	1443	78	176	75	13	72	2	N/A	0	N/A	1634	78
Attrition Group	399	22	59	25	5	28	2	N/A	0	N/A	465	22
Total	1842	100	235	100	18	100	4	N/A	0	N/A	2099	100

\* Basic Academic Skills courses in this table include all levels of reading (BASR 0101-0302), math (BASM 0101-0302) and writing (BASW 0101-0302).

**Table 4****Attrition Status by Developmental English Courses\* and Semester Hours**

Semester Hours	Developmental English Courses				Total	% of Total
	None		One			
	Number	Percent	Number	Percent		
1-5 Hours						
Retained Group	141	50	4	N/A	145	51
Attrition Group	140	50	0	N/A	140	49
Total	281	100	4	N/A	285	100
6-11 Hours						
Retained Group	812	63.5	164	66	976	64
Attrition Group	466	36.5	85	34	551	36
Total	1278	100	249	100	1527	100
12 or More Hours						
Retained Group	1273	79	361	75	1634	78
Attrition Group	347	21	118	25	465	22
Total	1620	100	479	100	2099	100

\*ENG 0301, 0302

**Table 5****Attrition Status by Number of Developmental Math Courses\* and Semester Hours**

Semester Hours	Developmental Math Courses						Total	% of Total
	None		One		Two			
	N	%	N	%	N	%		
1-5 Hours								
Retained	105	49	40	56	0	N/A	145	51
Attrition Group	109	51	31	44	0	N/A	140	49
Total	214	100	71	100	0	N/A	285	100
6-11 Hours								
Retained	474	64	493	64	9	60	976	64
Attrition Group	265	36	280	36	6	40	551	36
Total	739	100	773	100	15	100	1527	100
12 or More Hours								
Retained	928	80	671	75	35	83	1634	78
Attrition Group	232	20	226	25	7	17	465	22
Total	1160	100	897	100	42	100	2099	100

\*MATH 0301, 0302, 0303

**Table 6****Attrition Status by Developmental Reading Courses\* and Semester Hours**

Semester Hours	Developmental Reading Courses				Total	% of Total
	None		One			
	Number	Percent	Number	Percent		
1-5 Hours						
Retained Group	136	52	9	37.5	145	51
Attrition Group	125	48	15	62.5	140	49
Total	261	100	24	100	285	100
6-11 Hours						
Retained Group	659	64	317	64	976	64
Attrition Group	370	36	181	36	551	36
Total	1029	100	498	100	1527	100
12 or More Hours						
Retained Group	1246	79	388	74	1634	78
Attrition Group	327	21	138	26	465	22
Total	1573	100	526	100	2099	100

\*RDNG 0301, 0321, 0331



**Co-Requisite Models for Developmental Education:  
A structural look**

