

## DATA SUMMIT TABLE TALKS: Guiding Questions

### Goal I: Completion of developmental courses and progression to credit-bearing courses

- **What is the most powerful issue that resonated with you concerning Dr. McKlenney's presentation?**
  1. Late registration needs to be stopped. It's a national best practice to stop.
  2. Personal connection. Sometimes I feel weird because want to talk about their families, etc.
  3. How to involve in meaningful, interactive presentations. Divide them into small groups of students. Get to know each other.
  4. Students do not do optional!! – multiple responses. It must be mandatory.
  5. 70% of our students are at or below poverty (Russell said???)
  6. Refocus on AC's mission
  7. Retention issues – keeping current students and ensuring success
  8. Late Registration concerns
  9. AC below national standards
  10. The importance of the Advising services at our college. With relationships being key, advisors important.
  11. Advisors important to assisting students to see how many courses they can balance with their job and family
  12. obligations. Two new advisors have been hired to assist in this area.
  13. The story of "Shirley" was powerful for all at the table with regard to the fact we can all make a difference.
  14. "No late registration" is an important concept. Teachers expressed sometimes feeling pressure to allow a student in, though that is really not the case.
  15. There was some concern about a "brush up" concept. Others said "brush up" would be good in between sessions.
  16. Students do not do optional
  17. Relationships
  18. Mandatory
  19. Advising importance
  20. In person orientation
  21. Lack of personal interactions
  
- **What is the obvious story line?**
  - 2010 Completion of Dev Ed
    1. We're not as successful as we should/ could be.
    2. Hispanic students are doing better than we thought.
    3. What is happening with 20- to 24-years-olds? Lower completion rates.
  - 2006 Progression to Credit Bearing Courses
    4. If you get them to college-level (through developmental), they'll have a better chance of completion.  
The lower they begin, the more likely they are to NOT be successful  
Typically the Developmental II class students' success rates are higher as opposed to Developmental I
    5. The more remediation, the less successful they are – regardless of subject.
    6. Data, personal relationships, student engagements, FOCUS
    7. Remediation is a stumbling block
    8. Orientation needs to be more personal
    9. Consistent information for the students
    10. More advisors available to work with the students

- **What surprises you the most?**

**2010 Completion of Dev Ed**

1. Why do Asians do better? (except Dev English)
2. The completion rates. Similar rates across Dev courses.
3. Men consistently do worse.

**2006 Progression to Credit Bearing Courses**

4. The low pass rate in developmental math courses
5. 50% never do anything outside of class time – vague question of what is considered homework vs. outside work
6. Low, low transfer rates – AC is not a “transfer” institution according to this data.
7. Poverty issues – 10% difference in success rate didn’t seem as significant as Dr. Lowery-Hart indicated – why is the 10% so significant?
8. It is surprising the low percentages reflected in progression from Developmental Ed to Credit Bearing Courses on the handout.
9. Concerned with data doesn’t match that in the sanctuary...or do we (AC) not have all the data collected?
10. How many students thought they were prepared, low percentage of students getting help outside of class,
11. How many students we are losing over time, from semester to semester even.
12. How impersonal we are with students
13. How many students are taking classes they don’t need

- **Is the overall performance in developmental courses acceptable? Why or why not?**

**2010 Completion of Dev Ed**

1. No. We can do better.
2. – if they can make it here they are most likely to complete.
3. We must do better and maintain rigor.
4. 2006 Progression to Credit Bearing Courses
5. Acceptable, but we can do better. Need higher goals or expectations. It’s impressive that the students who completed developmental courses had higher success rates. What happened in the school life of these students to make them successful? Was it more personal interaction?
6. NO. Advising issues regarding financial aid- need to be more knowledgeable of what is required in developmental courses.
7. Make sure students are prepared for gateway courses.
8. Diagnostician to address disability issues.
9. How many students are not prepared for the assessment exam to even come to Amarillo College
10. There should be a brushup course 8 week Reading and 8 week English, 8 week math
11. Go back to co-requisite courses
12. End late registration – stop at least one week before class starts
13. Offer more developmental courses at night or weekends to fit working students.

- **Which developmental courses appear most problematic? Rank these in order of critical need to student success.**

**2010 Completion of Dev Ed**

1. Reading Tech 2 – if you can’t read, you can’t do most of your other courses
  2. MATH 0303 – poverty; financial skills
  3. ENGL 0301 – writing; if you can’t do this basic skill, you can’t complete other skills
- 2006 Progression to Credit Bearing Courses**
4. Bridges from Developmental I to Developmental II levels. No prerequisites/assessment or minimum requirements to get into Developmental I level. Maybe that’s why the success rates are lower.
    - Basic level most problematic
    - Multiple developmental levels
  5. Need a mentor to guide through the successful completion of developmental areas
  6. Integration of developmental and other offices on campus...many people don’t know what to expect in the

developmental classes

7. Reading and Math are main stumbling block for our students, then English

• **If there are specific cohort sub-groups who are experiencing greater performance gaps, which are they? (Rank these in order of most critical need.)**

- 2010 Completion of Dev Ed

1. Male – African American males; why?

- 2006 Progression to Credit Bearing Courses

2. For 2010 cohort – is the Pell-qualified students cohort really telling the story? There are more students that qualify for Pell than receive Pell funds or apply for them.

3. Math students - across-the-board for all courses

4. "20-24 years" age bracket is less successful than the other age brackets

5. Disability students

6. Late registrants

7. Disability Students

8. 1<sup>st</sup> Generation College Students

9. Immigrants

10. Older students or students that attend at night only

11. Teacher Approval to drop out of class, so we can find out why they are dropping out or not completing the course or their degree.

• **What additional data sets would you like to see? Is it "MUST know" data or "NICE to know" data?**

- Need to look at how data is collected to ensure that it is a true reflection of what is really happening. Data presented does not match up with departmental data. Need system-wide collection system.

2010 Completion of Dev Ed

1. When they are FTIC enrolled in Dev. Do they enroll in 1 or more? Which do they enroll in first? Should Dev Math go first? Reading first? Multiple ones at the same time?

2. Need more data on Hispanics. Is there a high rate of dropout? What are reasons for dropout of ethnic groups?

3. Divide by ethnic and male/female. Note population size; percents don't give total picture.

2006 Progression to Credit Bearing Courses

1. How long have they been out of school?

2. How many repetitions of courses before dropping out?

3. Are they returning after laying out? What is the retention rate?

4. Poverty success 10% below – why it's so significant?

5. In English, why is there a higher success rate for Hispanic students in Developmental I than in Developmental II?

6. Reasons for the ethnicity pass rate differences

7. Would like to have data sent to all faculty members or available online for review.

8. Would like to have the ability to see additional data that provides greater context for in-depth discussion.

9. *How many of the developmental students who use Writers' Corner are ultimately successful in degree/transfer?*

10. Students who drop out or get F's should not be included in the pass/fail rates of the instructor. If students drop- they should not be counted against instructor. Orientation will need to retrain the student on what it is to be in college. Know students reading level.

11. How does she know where we lose students from semester to semester and why?

12. We feel if they had that personal relationship, then the student may not drop off if they had a chance to talk to someone first and then if options are available so they can take less classes, not be overwhelmed

*Other Suggestions:*

- Need data available
- Students that have not been advised correctly & that are taking the wrong classes
- Advisors need to get away from registering everyone for 12 hrs so that the student gets their financial aid
- Pay financial aid over the semester instead of in a lumpsum

- No Accuplacer...not accurate
- Having a transition semester
- Having no input in student success course-instructors want input

## Goal II: Successful completion of gateway courses

- What is the most powerful issue that resonated with you concerning Dr. McClenney's presentation?
  1. Engagement
  2. No clear paths – students do not receive enough information to negotiate college
  3. Student do not options
  4. No career plans
  5. Successful developmental students are more successful than any other student
  6. Late registration should be cancelled immediately
  7. Directed --- no pathways----no options
  8. Perception of college not what college really is media changes college perceptions from reality
  9. Engaging the students: building relationships, mandatory programs, quality advising
  10. Students need personal contact, structure, mandatory programs
  11. Stats are staggering, helping students succeed is a huge issue, group work
  12. Students want connection and challenge
- What is the obvious story line?
  1. Relationships are important
  2. Accurate Advising is huge
  3. Relationships and Advising
  4. Communication with students
  5. Students need guidance, better initial degree planning
  6. We need student opinions
- What surprises you the most?
  - **From McClenney**
    1. Numbers did not surprise
    2. Widespread misadvising data
    3. Students want mandatory
    4. Non-Completion rates
    5. Student needs, student retention
    6. Student's don't optional, our responsibility to advocate for grad
  - **From the data**
    7. Women doing better than men
- Is the overall performance in gateway courses acceptable? Why or why not?
  1. Engl 1402 not required for many
  2. Not acceptable but how do we compare to others of our type. We want to do better regardless
  3. What is acceptable? Do we compare to others
  4. No. Success rates are not satisfactory but what level of success is our goal? Everyone cannot succeed
  5. No, but they need to learn what they need to learn; only the successful should pass
  6. Being successful in these courses will give the students the self-esteem necessary to finish school

- Which gateway courses appear most problematic? Rank these in order of critical need to student success.
  1. A and P
  2. Math 1314
  3. Engle 1301
  4. CETT is low but very low enrollment – few women as male dominated
  5. ENGL 1302 since not required for many majors
  6. Low Hispanic pass rate in English could be a language barrier. Some students in class cannot speak coherent English sentences yet placed in there (computer graded Accuplacer) and so success is very poor in writing.
  7. Overall numbers are low, but no one can commit to a specific number
  8. We have to be careful with overall expectations
  9. What gateway courses appear most problematic? Rank these in order of critical needs to student success?
  10. College Algebra
  11. Biol A & P
  12. Freshman Comp.I
  13. College Algebra and A & P
  14. Most concerned with College Algebra, Freshman Comp, and Anatomy and Physiology
  15. Human A & P I
  16. College Algebra
  
- If there are specific cohort sub-groups who are experiencing greater performance gaps, which are they? (Rank these in order of most critical need.)
  1. Overall Black non Hispanic enrollment seems low as well as success
  2. Overall 20-24 lower enrollment and success
  3. Gender difference seems to be biggest difference in overall
  4. Low overall enrollment for blacks and they have low success rates.
  5. Black non-hispanic Pell versus non pell in A&P Hispanic better in AC/DC but lower in most others
  6. Black (non-hispanic); 20-24 year olds
  
- What additional data sets would you like to see? Is it “MUST know” data or “NICE to know” data?
  1. How do we compare to others of our type?
  2. How does this cohort compare to AC overall ?
  3. Is the race/gender/age breakdown representative to the local population
  4. Income information
  5. Family obligation
  6. Day versus night students
  7. Course loads
  8. Online versus traditional
  9. High school completers versus GED
  10. Work outside of school
  11. Undeclared majors and gen ed. Versus declared majors
  12. Pell eligible versus not pell eligible, Increase increase age groups, Work hours, Income levels
  13. What is the completion goal for gateway courses? Do we have a goal? Difference between CTE and Arts & Sciences
  14. How many of the females are over 25

**Goal III: completion of attempted courses with a C or better**

- What is the most powerful issue that resonated with you concerning Dr. McClenney's presentation?
  1. Making initial connections with advisors that share ethnicity/gender with student (help to identify role models)
  2. No community amongst students, information confusion
- What is the obvious story line?
  1. There is a performance difference with certain ethnic groups
  2. Disconnection between student and school
- What surprises you the most?
  1. Little difference in success rates for Pell
  2. Students that drop out, 28% complete within 3 years
- Is the overall performance in courses acceptable? Why or why not?
- If there are specific cohort sub-groups who are experiencing greater performance gaps, which are they? (Rank these in order of most critical need.)
  1. Native American Black male and female
- What additional data sets would you like to see? Is it "MUST know" data or "NICE to know" data?
  1. 1<sup>st</sup> generation student data, how many students have success classes,

#### **Goal IV: Persistence from term to term and year to year**

- What is the most powerful issue that resonated with you concerning Dr. McClenney's presentation?
  1. Personal relationships are key – All must reach out from custodian to President – Must have relationships
  2. Engagement
  3. Orientation that is mandatory – Mandatory is good/expected
  4. Need for personal direction
  5. Students don't do options
  6. Required mandatory is positive
  7. Make things mandatory, have an educational plan, have a flow chart for the student that needs information, where to send them.
  8. The connections between the student and support system
  9. Advising is critical first contact
- How would Dr. McClenney's presentation and our AC CSSE data help us understand persistence?
  1. No longer innuendo – proven
  2. Missing data need more information
  3. Must ask the right questions or the data is useless – need to ask new questions so that things can change
  4. Engaged learning is promoting success
  5. Level of ability – get them in the right courses; advisors need to know the programs they are advising for
  6. Listen
  7. Personal, face-to-face
  8. Required orientation
  9. Tutors or faculty members assigned as mentors
  10. Make them feel welcome
  11. Crash courses for all incoming students before they take the entrance Accuplacer
  12. May help us identify who is at risk, should make us more interactive
  13. 1<sup>st</sup> year is critical, age and ethnicity are factors

- Is the overall persistence rate acceptable? Why or why not?
  1. The rate is consistent for a long time, why are we now bothered - with all the new initiatives why has the persistence rate not improved
  2. Students enter with all types of expectations, some are not realistic
  17. No
  3. Intangibles that we don't even know to ask about
  4. No, but not embarrassing
  5. Dropout % dev. ed.?
  6. We don't value our own degrees, we need to encourage reverse transfers (post hoc grad)
  7. No. Supposed to be all about transfer or graduation. Not even half of our students are doing this.
  8. No, numbers are too large, need to discover why so adjustments can be made
  
- If there are specific cohort sub-groups who are experiencing greater performance gaps, which are they? (Rank these in order of most critical need.)
  1. Losing Black students at a higher rate – English proficiency may be an issue, needs to be studied
  2. Less than 20 year olds seem to stay longer, persist
  3. 24 year olds lose at a higher rate
  4. Black males
  5. 20-24 age group
  6. First Generation Students, support isn't there for them; life changing events also derail students with lack of skills in balancing life
  7. Black non-hispanics are low
  
- What surprises you the most?
  1. Data sets are small, not sure they are significant outside the white and Hispanic
  2. 20 to 24 year olds are the lowest in persistence
  3. Health Sciences had best retention – highest expectations, specified curriculum plans
  4. Hispanics persist at high level
  5. Pell recipients persist at a higher level
  6. Most are lost over the first summer
  7. Hispanics are outperforming the white students; faculty fears the trend that will be adapted to each year
  8. Students are under prepared, disengaged outside of class, and desire mandatory programs
  9. 20-24 age group is underperforming, students want higher expectations from the college
  
- What is the obvious story line?
  1. If you can retain a student through the first year, the persistence increases
  2. We are losing students
  3. Financial problems are huge
  4. Don't know available resources (tutoring, financial aid)
  5. Get to know our students and build pathways for them
  6. Specific groups of students have unique needs
  7. Personnel are locked into narrow job descriptions ("That's not my job.")
  8. Personal conversations with all students
  9. More responsibility with advising, integrating school and life, increased communication within the college; between staff and faculty

10. Students are lost and lack skills/support in navigating the college experience
11. Improvement is needed with data as a guidance tool, students are underprepared

- What additional data sets would you like to see? Is it "MUST know" data or "NICE to know" data?
  1. Want data to show why students are leaving
  2. A data set that shows how many students were passing when that ceased to persist and how many were failing
  3. Data to show high school standards
  4. A data set that shows who ceased to persist that had a student success class
  5. Look at GED population and its effect
  6. Why did you not return?
  7. Why did you drop class?
  8. What is your goal?
  9. Demographics on parents who are students – AC needs daycare?
  10. Demographics: age & gender & ethnicity breakdown: older than 40 – senior, Ethnicity & complete/gender
  11. Career data for those that are successful graduates. Data for why those that do not return, data should be public

**Other** – students need to be motivated by faculty that courses are important, the student needs to do work

#### **Goal V: Attainment of credentials**

- What is the most powerful issue that resonated with you concerning Dr. McClenney's presentation?
  1. Diversity of students; we need to be more flexible as faculty and staff to accommodate our students
  2. Family support and outside connections – for their children
  3. Thought we were doing a better job
  4. Student don't do optional
  5. Importance of Academic planning and consistent advising, relationship advising
  6. Hearing the student's voices. They have good ideas on what needs to be done.
  7. We are set up to have these results; we have to do things differently.
  8. No late registration.
  9. We have known this so long, and haven't done anything about it.
  10. Implementation and follow through. Our staff needs "no excuses" attitude. We hear lots of excuses from staff.
  14. We lack synergy, not "want to."
  15. MANDATORY – students don't do optional! # of teachers NOT engaging students in classes. No one rises to a low expectation. Mandatory orientation in person. Students need structure.
  16. Late registration. Permission to return to rigorous standards. Students want structure. Zero cost. Mentoring.
- What is the obvious story line?
  1. We can't continue doing what we have always done.
  2. Need a person – attitude and passions are caught and not taught
  3. Person – Pathway – Persistent
  4. We have long way to go
  5. Expectations from ourselves as well as the students
  6. Everyone has a part to play
  7. Students don't do optional
  8. If it's not financial aid, what is it? A path, a career path.
  9. If you don't advise them from the beginning.



10. It's about the relationships.
11. Students say I knew this wasn't for me. Nobody cares.
12. Whatever we are doing, it's not good enough
13. The numbers don't lie.
14. We can do better and make significant improvements with no money – there is nothing holding us back from achieving a better result.
15. 86% have a goal; only 25% graduate or transfer. That shocking

- What surprises you the most?
  1. 12.5% of graduates
  2. Low completion rate in all areas
  3. Student lack of family support.
  4. Our "staff" lack of working together. It's not the students, it's the staff.
  5. MANDATORY – most students want options. The number of students needing developmental classes.
  6. Not broken down in a way that gives us the information we need, 25% grad or trans,
  
- Is the overall completion of certificates and degrees acceptable? Why or why not?
  1. No. allow students to define their own success. If a student gets a good paying job in the middle of a program or degree plan, and they quit school, are they successful or not, when their goal was to get a good job.
  2. No for obvious reasons
  3. Life issues interfere with success
  4. No
  5. The loss of 50% happy with the result.
  6. Is the tax payer ha
  7. NO!! it's too low! We want to be way ahead of the national average.
  8. Absolutely not, our degrees need to be evaluated for ease of transfer to 4 year institutions
  
- If there are specific cohort sub-groups who are experiencing greater performance gaps, which are they? (Rank these in order of most critical need.)
  1. 20 and younger have higher drop out rate
  2. It's about individual passion and motivation
  3. more women are not completing. More support for our pell students. More support needed for Hispanic students.
  4. A diploma is sexy!!! (60 = sexy!)
  5. 20-23 year olds. Child-care is barrier. Students in training programs: why do they need to be college ready in all areas?
  
- What additional data sets would you like to see? Is it "MUST know" data or "NICE to know" data?
  1. Continuing Ed data and stats, success inventory,
  2. Students no longer coming – Where are you?
  3. Students transferring out of state
  4. Exit interviews
  5. How many people on FA suspension never come back?

6. Who is not returning by Jan 1 or Aug 1 for personal follow up w/ calls or emails 2) ask people not returning if they met their goal even if it wasn't a certificate or degree. What happens after graduation?
7. We noted that many at our table don't know the benefits of an AA. Need to market "A diploma is sexy"
8. Graduation/completion data divided by majors Computer/Internet Access, Child care?