

ATD Data Team Meeting

Thursday, April 30, 2015

1:30 p.m.

LH-106

Present: Jessica Miles, Kalie Kilgore, Dr. Andrew Kerins, Cindy Peck, Stacy Ehmen, and Dr. Penny McConnell

I. INST-101 Success Measures for College Express

- a. Penny requested that we look at College Express students and how INST 101 has or has not impacted them
- b. Bob looked at all the same data for these students, and found that the AAS students who persisted from fall to spring and fall to fall were lower than the general INST 101 students who took it their first semester
- c. Overall, it's better for students to take INST 101 than not at all, but it's better for students to take it as a first-semester college student than during College Express
- d. Bob also has information concerning the number of dual credit/College Express students who go to college and of those students, the number of students who come here that he will send to the Data Team

II. KPI 1B Possible Revision

- a. Bob was asked to exclude Adult Ed and Corporate and Community Ed.
  - Bob could exclude Adult Ed but not Corporate and Community Ed.
- b. From 08-09 to Now, our number of awards per 100 claimed credits has dropped from 1.34 to 1.17
- c. Overall, the peer average is going up, but that is probably coming from scaffolding of certificates which we avoided because of gainful employment
  - This may be something we look at down the line
  - As long as the stackable credentials are under an associate's degree, we can still get credit for performance funding and reporting and financial aid can use that, but in Perkin's we don't get to count these if the student's original goal is an associate's degree
- d. This is the newest revision

### III. Perkins Data

- a. We get \$150 – 160,000 a year from Perkins, and every time we don't meet a state goal, we have to write a report explaining what we are going to do to improve and meet the state goals (We didn't meet ANY of the accountability measures this year)
- b. We will probably never meet 4P1: Student Placement in careers, because ICCB only looks at Illinois payroll, and we have a lot Indiana students
- c. ICCB has said they are planning on dividing the information by program so schools can see which programs are causing the most problems
  - Some programs are notorious for having students who only take a few classes and leave before getting the certificate (could look at creating stackable credentials from these to get credit for them)

### IV. Questions to Guide Review of New Data Sets

- a. Dr. Jacobs suggested we look at this from the ATD DREAM Meeting
- b. This is something we mostly do already, but it's a good rubric/guide
- c. When this has been used in the past, it has helped groups to decide whether a pattern or problem deserves action and resources
- d. When Linda and Luzelma were here, they mentioned the need for some rubric for people to use across campus to determine what questions to ask when requesting data

### V. Items from the Floor

- a. Advisement and Counseling is sending out an advising perceptions survey to determine how faculty and staff see Advising and Counseling (Stacy will send this out on Monday)
- b. Most parents and students do not know the labor market needs and what students can do with an AAS degree
  - Economic Modeling Specialist Incorporated (Career Coach) could be used to showcase this information on our website
  - Bureau Labor of Statistics information could be used also
  - Try to be included in parent/teacher conference nights or high school newsletters
  - Parents and students just don't know what's out there and available
    - Could send out a mailing to all area high school students or something that can be used as a general marketing tool