

## Achieving the Dream Data Team Meeting Minutes

Date of Meeting: November 8, 2018

Location: LRC Room 142

Attendees in person: Dr. Karen Bowyer, James Adair, Josh Duggin, Dr. Jamie Frakes, Dr. Kay Patterson, Ken Pittman, Mary Ricks, Dr. David Hartleb (ATD Leadership Coach and Dr. Rene Garcia (ATD Data Coach)

Attendees via Zoom: Tracie Langley, Andrea Stephenson

The Achieve the Dream (ATD) coaches met with the DSCC data team members in LRC Room 142 at 1:30 on November 8, 2018. This was the first meeting for the team and coaches. Dr. Garcia presented a PowerPoint regarding the data team's roles in Achieve the Dream. The roles include: 1) compile and analyze the data; 2) be "myth-busters" by proving generalizations wrong (for example, ALL students register late); and 3) evaluate all student initiatives. He instructed the team to develop common terminology using operational definitions. Explicitly define terms such as "student success rates".

Dr. Garcia emphasized that the main role of the Data Team is to not simply provide the Core Team with data, but to help them understand the data so that the Core Team can make data-driven decisions regarding student initiatives.

The team was encouraged to disaggregate data by at least:

- Race/ethnicity
- Gender
- Pell-grant status
- Age
- Academically Underprepared

Dr. Garcia encouraged the team to look beyond these 5 categories and look at students completing zero credits at the end of their first term, dual enrollment, and students that register late (though DSCC has cut down the number in recent years). The team discussed tracking success in first college level courses in English and mathematics within the initial year of enrollment. Longitudinal data – following a cohort of student across several semesters is important to identify where the loss points occur. He encouraged the team to not over interpret small differences and not over generalize from a small sample.

Dr. Bowyer brought the THEC funding formula into the discussion and pointed out the focus populations of adult learners, low-income, and academically underprepared students. Based on the funding formula, DSCC receives premiums for graduating students from these focus populations (1 focus population = 1.8 outcomes, 2 focus populations = 2 outcomes, 3 focus populations = 2.2 outcomes).

Dr. Garcia stressed to the team that charts and graphs should be kept to a minimum. When used, they should be simple to read – everything should be clearly labeled, should contain a descriptive title, include the source of the data, define terms used, avoid decimal points (except when working with GPAs), and the sample size should always be included. He used the phrase "less is more" when using charts and graphs.

Lastly, a schedule for Data Team meetings was discussed and Dr. Garcia recommended every two weeks as a starting point.

Respectfully submitted,

Mary Ricks  
Director of Institutional Research