Call to Order

Lori Banaszak called the meeting to order at 3:08 p.m.

Meeting

Lori distributed the ATD Washington’s Community & Technical Colleges Evaluation, CPTC Profile dated December 2012. Committee members should review and report factual errors by Friday.

I. Targeted Areas of Interest for ATD vs. College Focus

Strategy teams were asked to report, 1) what they are doing, 2) where they are in the process, and 3) what data elements they are tracking?

TARGET AREA OF INTEREST: Student Success

a. Strategy: Accelerated Developmental Math (LaVerta Schmeling, Valerie Sundby-Thorpe)

Valerie Sundby-Thorpe reported that the objective of the accelerated math strategy is to move students through developmental math courses (from 82-99) at an accelerated pace so that math completion does not become an obstacle for students to overall success. The goal is to increase completion rates of developmental courses so that students move on to college-level math.
In accelerated math, students complete modules at their own pace and are transcripted for the highest level completed by the end of the quarter. Students may choose from two pathways: Track 91 and Track 99. The initial pilot is currently in its second quarter. Data being tracked are completion rates and length of time to completion.

According to math instructor Daniel Hughes, he is already seeing a trend toward higher completion (75%) for the initial two quarters. He sees the benefit of the strategy being that students are awarded credit for existing skills and with virtually no busy work. Students who move through the process easily will be encouraged to tutor other students and may possibly be hired as math tutors. Daniel has also observed that students with special needs (i.e. TBI) or poor reading or computer skills could benefit from completing English before entering the accelerated program.

Discussion turned to how best to collect and measure data. The strategy team will work with Institutional Researcher Teresa Green to ensure proper techniques. Teresa explained how the process evolves through the following phases:

- Pilot Phase (imperfect)
- Second Pilot Phase (use information gathered in initial pilot)
- Promising Practice (intervention/unchanging)
- Best Practice

Lori asked about how the course is being marketed and whether Dev Ed math instructors are getting feedback from college-level math faculty about whether the accelerated class is better preparing students. The course has been marketed by inclusion in the quarterly schedule and a flyer. It is a bit early to determine the preparedness level for college-level classes but an indicator will be their grades in the college-level math classes, according to Valerie.

Doug Ammons inquired about whether accelerated math students are comfortable using the math lab. Daniel thinks that the additional help offered in the classroom has probably helped students feel more comfortable seeking help from the lab.

Lori suggests the question to answer with this particular strategy is “will the Accelerated Developmental Math move students toward successful completion of college math and ultimately college completion any faster?”
b. Strategy: Embedded Coaching (Sharon Freeman)

Sharon Freeman reported that there are currently ten students enrolled in the hybrid ENG 82/COLL 101 of which seven are people of color. The students move through as a cohort with Annemarie Solbrack the main point of contact. Sharon can already see the connection in retaining students, especially men of color, who traditionally have had a very low success rate.

Members posed the following questions:

1) Lori questions the dual purposes of retaining students through embedded coaching vs. retaining men of color. The goal needs to be clear;
2) Valerie asks how we can determine if success is as a result of the combination of the two courses or as a result of the low student-faculty ratio (5:1);
3) Mabel Edmonds wonders about differences in success rates among recent high school graduates and older returning students;
4) Amy Goings asks whether there are increases in men and veterans with the Embedded Coaching strategy and what additional resources are available to these groups; and
5) Amy would like to know if ATD considers qualitative as well as quantitative data.

The strategy team meets again on February 22 to discuss Phase II.

TARGET AREA OF INTEREST: Access/Equity

a. Is the Embedded Coaching strategy our sole initiative in this area? No discussion; to be addressed at upcoming meeting.

TARGET AREA OF INTEREST: Culture of Evidence

a. How do we move the college ahead on understanding and using data?

Lori reminded the committee that the most important thing to come out of the various grant activities is for the college to better understand data and how to use it. Teresa will address the question of how to move the college ahead in understanding/using data with a type of DATA 101 at our next meeting.

b. What type of communication efforts should support this move?

Tawny Dotson will address communication efforts at the next meeting.
II. Meeting Schedules/Topics

a. Future Topics

i. Site visit

The committee reviewed the draft agenda for the site visit in March. Lori proposed an activity demonstrating the new student experience with the goal of identifying the “sticking points”. The committee was enthusiastic about the idea and expressed that it would be a better utilization of the expertise of the coaches. Valerie suggested using the entire first day for the activity and the second day for brief reports by the strategy teams.

Good of the Order

Lori asked if there is a faculty member who would be able to attend DREAM 2013 since one member of the team has canceled. After some consideration, Marshall Collins decided that his work load is too heavy at this point of the quarter to attend the conference.

Lori proposed that the meeting length be increased to allow time to complete the full agenda.

Adjournment

The meeting was adjourned at 4:17 p.m.