

## LEADERSHIP TEAM MEETING NOTES OCTOBER 24, 2007

### Table One Developmental Education

#### Potential Problems shown by Data about Developmental Course Completion

- 8 week courses versus 16 week need more data is 8 weeks better for zero level is it self selecting or is it better. What type of student is in the 8 week course versus the 16 week course?

Compare Accuplacer scores 8 week vs. 16 week students (with regards to math)

We need to be able to discern what type of delivery method is appropriate. (cut of scores of CPT accuplacer)

- Does class size effect success? Class size within the same developmental math class.
- Are we able to view the data on people withdrawing and retaking placement test? (i.e. students incorrectly placed according to placement scores)
- Online students and all that it entails higher failure rates can we look at the data successful vs. unsuccessful. Success rate over 25 vs under 25; also Accuplacer scores of successful vs. unsuccessful; Male vs. Female; Have students successfully completed a college class
- Night vs. day why are they more successful. Success rates of over 25 and under 25
- Demographics on developmental students and other factors such as employment fulltime vs. part time, transportation, and childcare.
- Does income affect success? Do we have income data? Financial aid students vs. non financial aid
- Placement tests should give them another shot at the test? I think we should encourage them to take it again.
- College shock from high school to college maybe reason for fall success rates being lower?
- Increasing number of ESL and International students may have impacted reading scores
- Online zero level classes can we break this into age groups with respect to success and failure

- Are students computer literate, platform, broadband vs. dial up with respect to online success
- Adjunct vs. Full Time success rates
- Does years of Teaching effects success rates
- Intuitional Response to students who are failing but have not failed
- We need probation intervention
- OKC go students look at their success rate
- Technology influencing how students read
- Teaching styles
- Academic Workload of Developmental Students
- Developmental classes perhaps make them 4 hour classes so that developmental students can be full time without having to take a college level course. We could also develop classes that are not reading math intensive.

**Table 2: Course Success**

C	Not prepared to come to college.
C	Differences between withdraw and those who get F's. Do they know that they can withdraw? Financial Aide constraints keep some students from withdrawing.
C	Some scholarships and health insurance require 12 hours, so some students take more hours than they want to.
C	Financial Aid delays cause them to get textbooks late. Is this a delay on the students' part or ours?
C	Hiring Delays for Supplemental Instructors
S	Grouping of difficult courses together (too many of same kind together).
C	Students are not getting the advising they need. Are they self-advising?
S	Lack of student understanding of how much they can work and still take classes
S	The courses listed here are the ones that a student would typically take 1 <sup>st</sup> semester which could indicate their lack of study skills and their adjustment to college.
C	If only scrape by first semester, will probably not do as well in courses that need the information in that course. Could require a C or better for prerequisite courses.
C	Financial difficulties of students.
C	Study maturity lacking.
C	Life problems of students.

***Other things to look at:***

- Look at date of withdrawal to help distinguish cause of drop (financial aide date vs. college withdrawal date).
- How many students are applying late for financial aid?
- Are people properly prepared to take the course? Are pre-requisites for the courses strong enough?
- Need to look at Reading, Writing, Math entry scores. Bar might be too low.

- Are our college text books written at the same reading level as the placement from the entry assessment?
- We have certain courses that have students who do better in Fall than in Spring (or vice versa). Do we have a different set of demographics, or are the students repeating the course?
- We have said that students do better in classes of fewer weeks. What are the demographics (including prior GPA) of those students? Also look at their overall course load.
- How many times did the students previously enrolled in the class? Can we track data including this information?
- Collect information on why students drop classes? We can ask those who have dropped. We can also ask current students why they might have considered dropping in the past.
- Correlation between the age of the student and the success rate?
- How long since student met the prerequisite for the class?
- Course load vs. retention and persistence.
- 
- 

***Other comments:***

- Some professors and some courses are more demanding than others.
- Remember that we have an open-door entry policy.
- If a D is not an acceptable grade, why do we even have one?
- Courses that are not in my major but are required for degree would have a higher failure rate.
- Who else signs overrides other than instructors?
- We don't FORCE advisement. Should we force it for selected students?
- Should we consider electronic restraints on registration for "at-risk" students?
- Advisement on what the major actually requires.
- Online students . . . can we require a module prior to enrollment so that students must learn how to upload a file, download a file, communicate in WebCT / Angel etc. This might also include a learning styles survey, information on the effort and discipline required for this style of learning. This would also provide information about proctoring that is required for exams.
- Shorter courses . . . students are usually committed during that time and are taking fewer outside commitments.
- Compare sequenced 8-week courses to those who don't complete them in sequence. Are courses sequenced with the same professor in both classes more successful than courses with different instructors for the sequence?
- Look at students who are unsuccessful in multiple courses at same time.
- Students withdraw because are concerned with GPA to get into specialized programs.
- Underlying cause – LIFE
- Symptom – Not showing up for class and not completing work.

### **Group 3: Persistence and Retention**

Gus Pekara  
Brenda Harrison  
Liz Largent  
Sherry Hendrix  
Charlotta Hill  
Stephanie Hayes  
Marion Paden

#### ***System specific issues and personal issues***

How many students were in the loophole to enroll in the second class while they were enrolled in the prerequisite but, were not eligible for the spring class when it actually began.

Need a profile of these cohorts – IE, ACT, grade point averages, what percentage tested into developmental courses, educational goals, co enrollment, transfer intent, part time, and full time enrollment, financially aided, did they take the prerequisite here, native students versus transfer students, when did they enroll (early enrollment vs. late enrollment), is online option the only one available for them, readiness assessment for online classes, how long ago did they take the prerequisite, number of hours transferred in, the actual number of hours enrolled – not just part time and full time but 6, 9, 12, 15

What is the profile of the evening student. Do evening students withdraw less and the day students actually withdraw more because they want a better grade point average. -

We need to have the persistence and retention data based upon time of enrollment – day, evening, fast track,

Work status of students.

Withdrawal patterns – 2000 levels classes after Thanksgiving? If we did Fall break instead of Thanksgiving break. Exit interviews. Why are you dropping this class? Track the impact of attendance on success.

Do the target groups- such as OKC Go, concurrent, have a difference success rate than the overall population.

Why are Asians and Hispanics retained a higher rate. Is there a difference among men and women among these minority groups. Why older students retained and persist at a higher level.?

Do independent enrollees (self-advisors) differ than those who seek assistance from Advising and Career Services.

Faculty overrides?

Income. Composition of household? Single parents? Family support for higher education.

Financial Aid Outreach workshops into high schools – outreach to new students on campus.

Skill development and critical thinking skills. Time management vs. homework in the high school class versus “taking it home.”

How the schedule is built – registration options – can I find 12 hours in the morning, evening . . . I have to work and go to school second.

Online is perceived as being easier.

Cluster like skills students – learning communities and Supplemental Instructors