Notes:
A discussion of mathematics and English basic skills data was led by Institutional Research Director, Dr. Angelina Hill.

This discussion allowed faculty and staff who teach and assist basic skills students to discuss the meaning of the data and ask questions about metrics that would allow a better understanding of the data and to provide meaningful steps to improve learning and success in these areas.

Questions and comments regarding the data:
- We need to know student goals to really put the data in context. 4% of students who completed Math 372 in 2008 made it through Math 120 by 2011, but in Wastewater Treatment, for example, students only need Math 376. Can we align student goals with the data? Can we require students to review goals every year (recommendation of EMC)?
- How do we compare to other colleges in the State? Our success rates are comparable but, progression we are a little lower. We need to have progression levels comparable to the State.
- How many students have transferred? How many stepped out completely?
- Students are tracked by DSPS status, but it often takes a semester before students realize they may benefit from DSPS services and even longer before they start to receive services.
- There is an issue with the high percentage of students who assess into English and Math, but do not take a course in these areas during their first year. What percentage of students take only CTE courses, take CTE with English and/or Math, and Eng and/or Math their first year?

Suggestions:
- Decide what is an expected completion rate for the courses? Possibly, re-norm progression. Only consider those who actually attempt the next course.
- Check last attendance date on those who did not pass. Provide Progression Charts to show percentage of students who didn’t pass broken down by last date of attendance.
- List the number of sections offered (fill-rate high and when fill-rate low) of each of these courses since it may be there weren’t enough offered.
- Add pass rates to graph (line).
- Look at percentage of students who take just Math, just English, and in the intersection during their first year.
- What is the assessment level of new students enrolling in summer 2010, etc: Add column that has what percentage who take the course next to each one, along with fill-rate and number of sections offered. Faculty really would find this helpful.
The Math Jam project should be more thoroughly advertised by the institution. The Learning Resource Center will work with IR and Mathematics to add a question when students take the placement exam to identify whether students used Math Jams as well as other preparation to investigate the impact.

In attendance: Faculty, Staff and Administration from English & Mathematics, Institutional Research, Advising, Registrar/Admissions, and Learning Resource Center.