

Data WG Meeting Minutes

February 1, 2022

2-3:30pm

online

Attendees: Karen F, Julie V, Tom K, Cindy G, and Jenée C

1. The Student Support group would like some feedback on the Cohort Survey:

- Is the survey asking the correct questions to get feedback on the success of student's transferring to college?
- Where should this survey live? Felisa let us know that De Anza can't send it out. Should each Adult School take responsibility for sending it out to their students who have transferred?
- LB would like to know where the list of students is coming from? Each adult school? Matched set of students from PC

Data WG spent 1.5 hours editing the survey on a copy. Here are the recommendations:

- The survey was edited with the ESL student in mind, a focus on the transition experience, and condensed for focus & ease of taking;
- The survey (Gform) will live on the NSCCC Director's Gdrive;
- It will be in a folder that all relevant members of the consortium (Voting LB, Transition team, and SS WG co-chairs) will be able to access the student responses;
- The three adult school Transition advisors/counselors (Desirie Anthony, and Gina) will send an email containing the survey's link to students (it will not be shared with students from the survey itself). This is an added layer of protection from inadvertently allowing students editing privileges.
- Start by sending to students from the 2020-21 AY and on (not to pre-pandemic students);
- Start by sending to students on the adult school's Transition Advisor/Counselor's list of transferred students;

- Add a survey column to that list and check it once the survey has been sent.
2. Check in with the Beta testing of PC
- Decided to use the PC updated data in the rough draft of the 3 year
 - We need to complete the beta testing of the PC environment as soon as possible to help David and his team.
 - To take care of two tasks at once, it would be great to use PC questions from our upcoming 3 yr. plan as a guide for testing PC.
 - We are looking to find the (# and #/%) for the questions below. The first question asks for both headcount and enrollment.
 - All the remaining questions are only looking for data points dealing with headcount.
 - Please type your findings under each question with your name next to it.

For the 2020-21 Academic year:

- The three adult schools have a total of (#) students (# = 2020-21 total headcount + enrollment);
- The three adult schools have a total 2020-21 student headcount of (#);
- Of the total 2020-21 student headcount (#), this (#/%) of students identified as English Language Learners;
- Of the total 2020-21 student headcount (#), (#/%) went to credit-bearing ESL and (#/%) to non-credit for a total of (#/%) of the student transitions;
- Of the total 2020-21 student headcount (#), this (#/%) went to GE courses (Confirm with David what are GE classes and can we get a slicer for that, please);
- Identify the most popular course (English?);
- Of the total 2020-21 student headcount (#), this (#/%) went into CTE programs;
- Identify the most popular CTE program;
- Similar to the Launchboard data, more women than men transition to Foothill and DeAnza Colleges at a 3:1 ratio; (Is this still true?);
- The age of students who transition to the De Anza and Foothill Colleges from the three adult schools varies by category (ESL #, CTE #, GE #);

- Ethnicity for transitioned students is similar to the adult school ethnic breakdowns with the three largest groups being Asian (#), Latino (#), and White (#);
 - We also are beginning to dive deeper into course-taking patterns and success rates
 - Look at economic barriers- how they correlate to academic persistence and completion ?
3. If time, look at the updated data in the rough draft of the 3 year plan: (Tied this in with the beta PC testing agenda item- see above.