DIG Meeting Minutes

Location	PCC V104
Meeting Date	03.19.18 (#2)
Submitted by	Joy
In Attendance	Brock, Patty, Emi, Jason, Stephanie, Shelagh, Michaela, Tanysha, Shelagh, Joy
Next Meeting	9 a.m. 04.02.18 V104

Agenda Item	Discussion of Patty's table: Success and retention rates by race and GPA, gender and GPA

Discussion Notes:

Patty: Spreadsheet contains College 1 data through Fall '17. "Blank" refers to students with no HS GPA on record (did not have HS GPA for most students). Looked at low, medium, and high (0-2.5, 2.15 – 3.50, and 3.51+ respectively) GPA and race, and GPA and gender.

What we noticed: Hispanic/Latino students with low GPA have a retention rate of 84% and success rate of 49%, markedly lower than African Americans (at 90% and 66%), Asians (92% and 75%), and Whites (83% and 60%). Interesting to note that all retention rates are higher than success rates. No gender differences were found. Both Latinas and Latinos are performing equally poorly. Shelagh noticed differences in Asian (high GPA) and Latino (high GPA) with retention and success rates of 98% and 96%, and 91% and 78% respectively. Brock brought up Tina's study where she found that students define success as retention rather than achievement – this may be relevant here.

Shelagh: Discussed context of College 1 course and answered a number of clarifying questions.
Discussion topics: Does everyone need College 1? We want to be able to say College 1 has an impact on the instructors, too – examine spillover for teachers/managers in their content areas. How does teaching College 1 impact their other courses/work? Brock touched on resistance to College 1, the sense of community, and the power of the shared experience. Honors classes address some of those who resist. Jason discussed education as racialized experience.

To better understand the data and the College 1 context, the team asked the following questions:
Who (instructor) is doing really well with Latino students?
Who are the students who fail College 1? Who petitions and successfully completes College 1? What happens to those who do not petition and do not retake College 1?
What do retention and success rates look like for English 1A or a similar course? Are there similar patterns in terms of race and retention/success?

Which instructors are doing well with students of color?
Cultural mismatch? Examine retention/success for instructors of color and White instructors.

For next meeting:
Review data:
- What did you notice in the Faculty Focus Group data?
- Equity dashboard data
- Compare English 1 and College 1 success/retention rates
- Review current focus group data (if available)
- What are some inferences that may explain what the data are telling us? Is there alternative story that can be told by the data?

Include student representative/s? (Pathways tutor/s?)

Action Step	Person Responsible	Timeline
Review College 1 Faculty Focus Group Summary online	All Website: https://pasadena.edu/academics/support/pathways/about/docs/evaluation-reports/College-1-Focus-Group-Summary-2016.pdf	By April 2.
Equity dashboard data (instructors who are doing well with students of color)	Patty and/or Stephanie	By April 2.
Retention/success rates for English 1.	Patty	By April 2.
Review today's data – Any other curiosities?	All	By April 2.
Possible: Review data from upcoming focus groups	Patty and team	By April 2.