



Achieving the Dream Data for Decisions

Albuquerque, NM
January, 2007

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Institutional Effectiveness and Planning

“... although we live in an age of increasingly sophisticated ways of counting and estimating, it is important to realize that there is no such thing as calculus of motives, that there are no computer programs for the human spirit.” – Roger Daniels

Major Developments

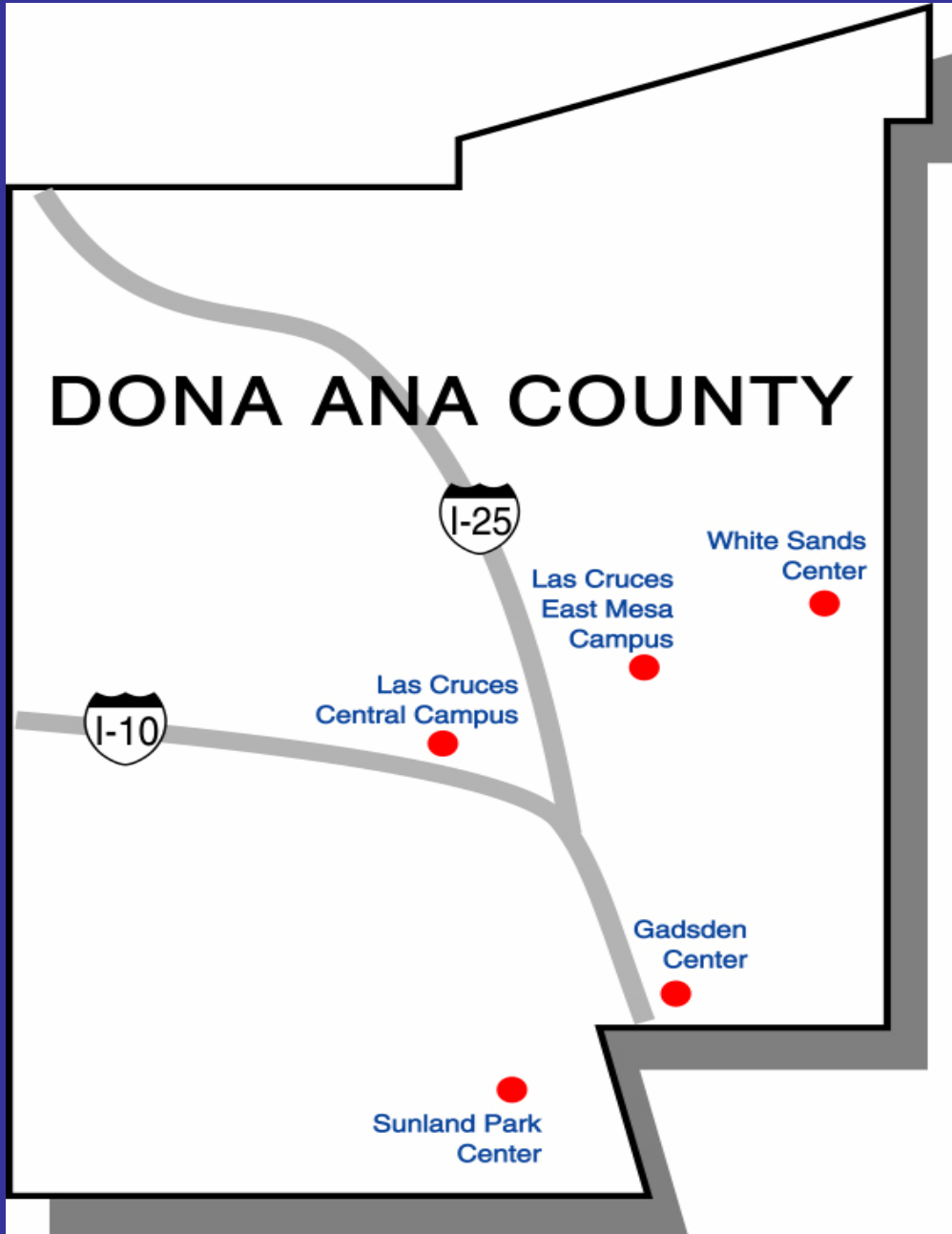
- Changed our name



- Switched to Banner October 2006



DONA ANA COUNTY



I-25

I-10

Las Cruces
Central Campus

Las Cruces
East Mesa
Campus

White Sands
Center

Gadsden
Center

Sunland Park
Center

New Mexico State University – Las Cruces



I-10

New Mexico State University – Las Cruces



I-25

DACC

I-10

Overall Credit Enrollment

2006 Fall Final

2000 Fall Final

	% Change		N
4,005	67%	FTE	2,397
18,768	68%	Seatcount	11,178
7,184	47%	Headcount	4,881

Overall Credit Enrollment

Fall 2006 Final

57%

Female

61%

Hispanic

26.0

Mean Age

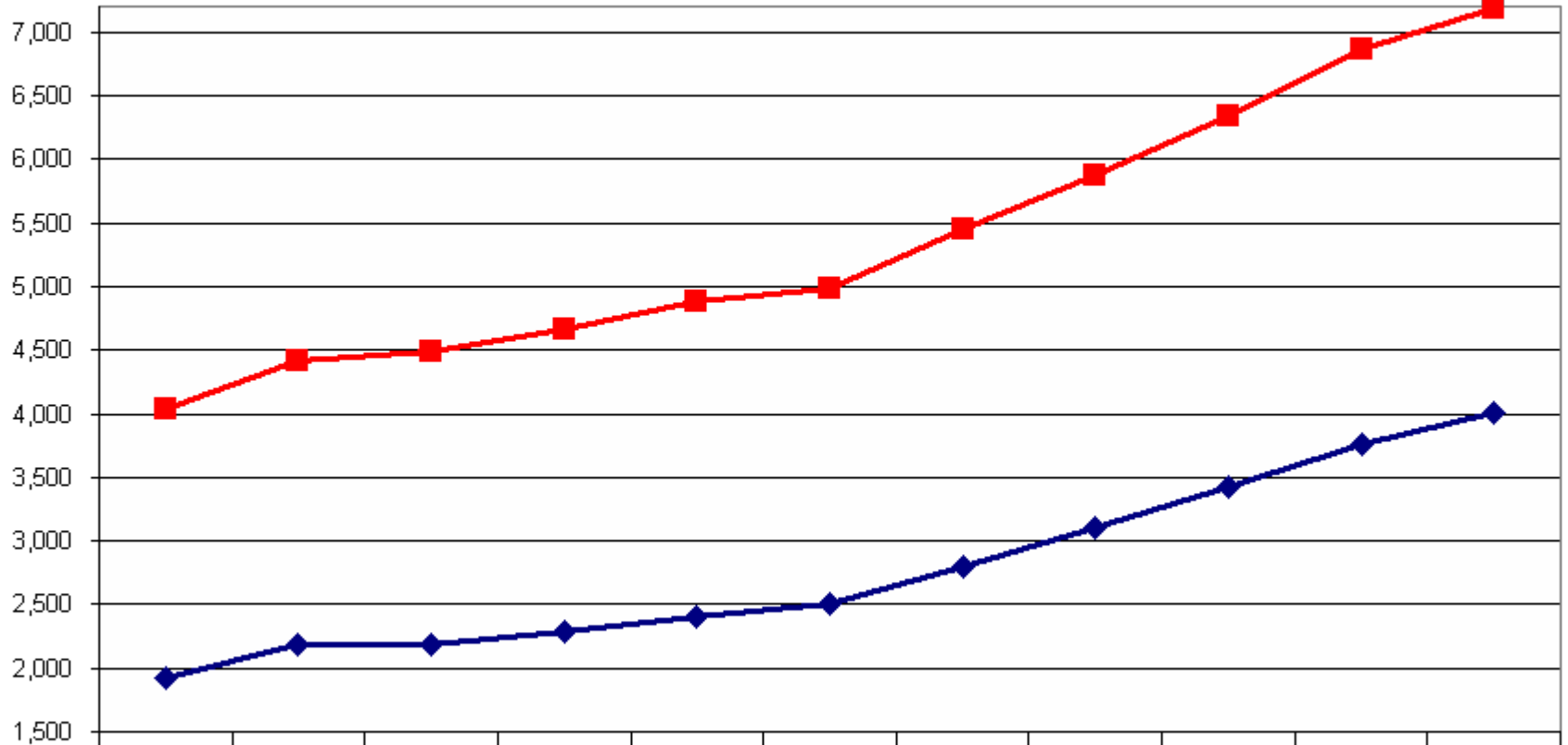
Overall Credit Enrollment

2005-06 Annual FTE

31%	Academic
48%	Career/Technical
20%	Developmental

DACC Fall Final Enrollment (1996 - 2006)

10 Years of Growth



◆ FTE	1,917	2,179	2,184	2,291	2,397	2,503	2,794	3,099	3,425	3,764	4,005
■ HEAD	4,036	4,413	4,488	4,669	4,881	4,987	5,448	5,872	6,347	6,867	7,184

CCSSE Benchmark	DACC 2006
Active and Collaborative Learning	53.0
Student Effort	55.8
Academic Challenge	48.4
Student-Faculty Interaction	53.5
Support for Learners	57.2

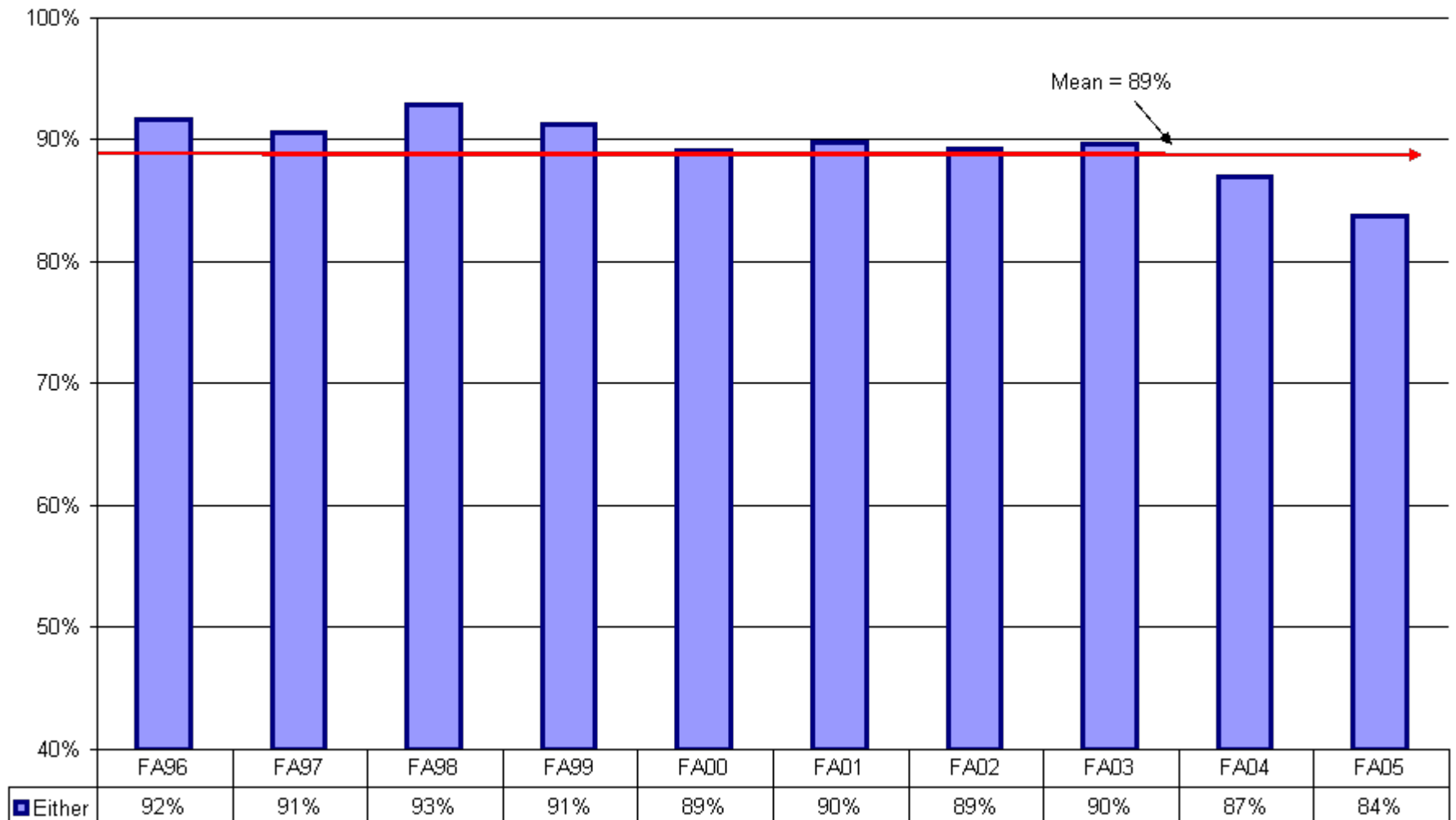
How Many New Students
(DA and MA)
take Developmental Courses?

- Only considered new students (NS) who enrolled at DACC in Fall semesters beginning in Fall 1996.
- Did not include AVS or Non-Degree

How Many New Students
(DA and MA)
take Developmental Courses?

- On average, 89% of new students at DACC took at least one developmental English or Developmental Math course sometime during their instruction at DACC.

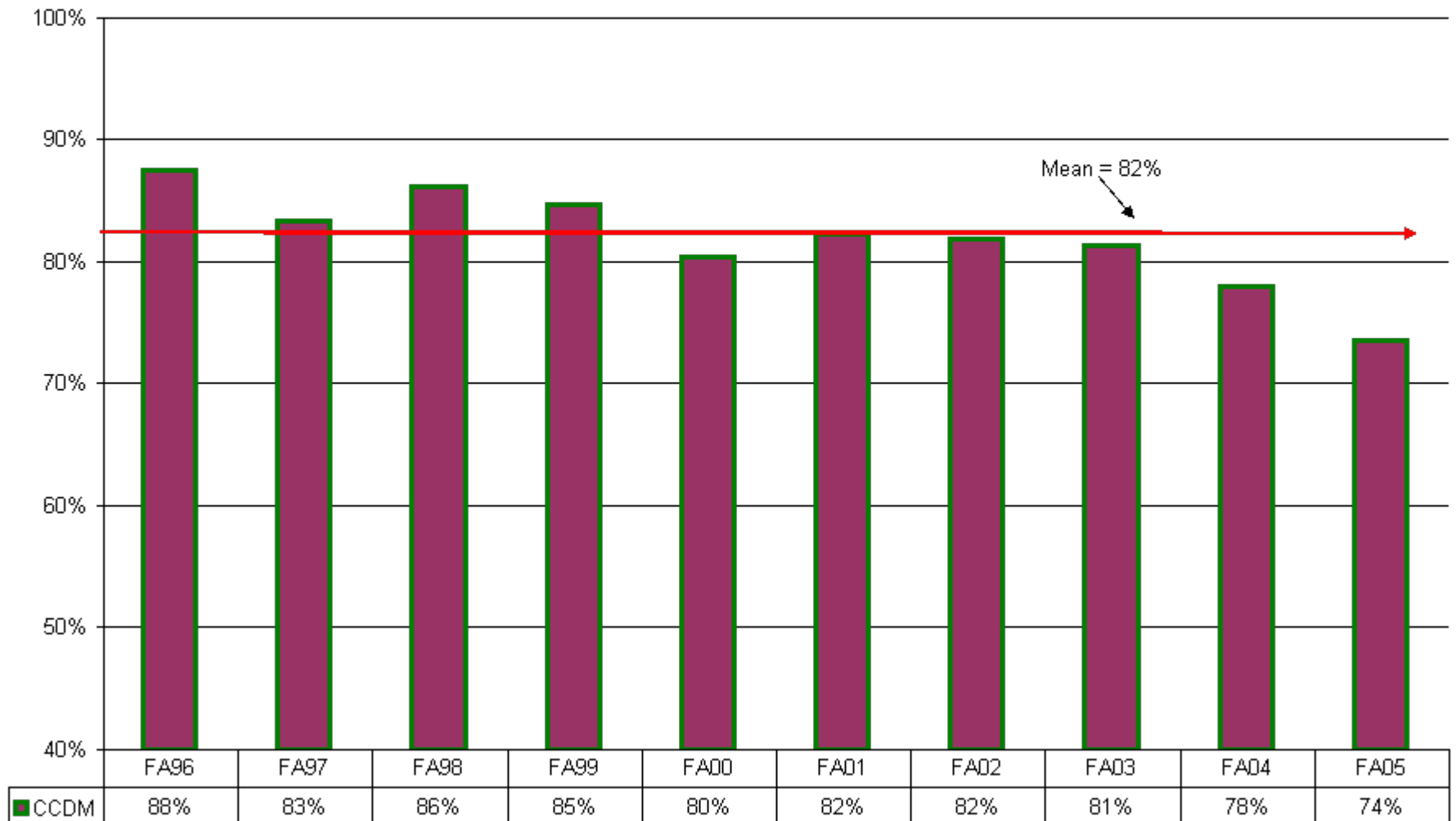
Percent of Fall New Students Taking Either Developmental Math and/or English at DABCC



How Many New Students
(DA and MA)
take Developmental Courses?

- On average, 82% of new students at DACC took at least one developmental Math course sometime during their instruction at DACC.

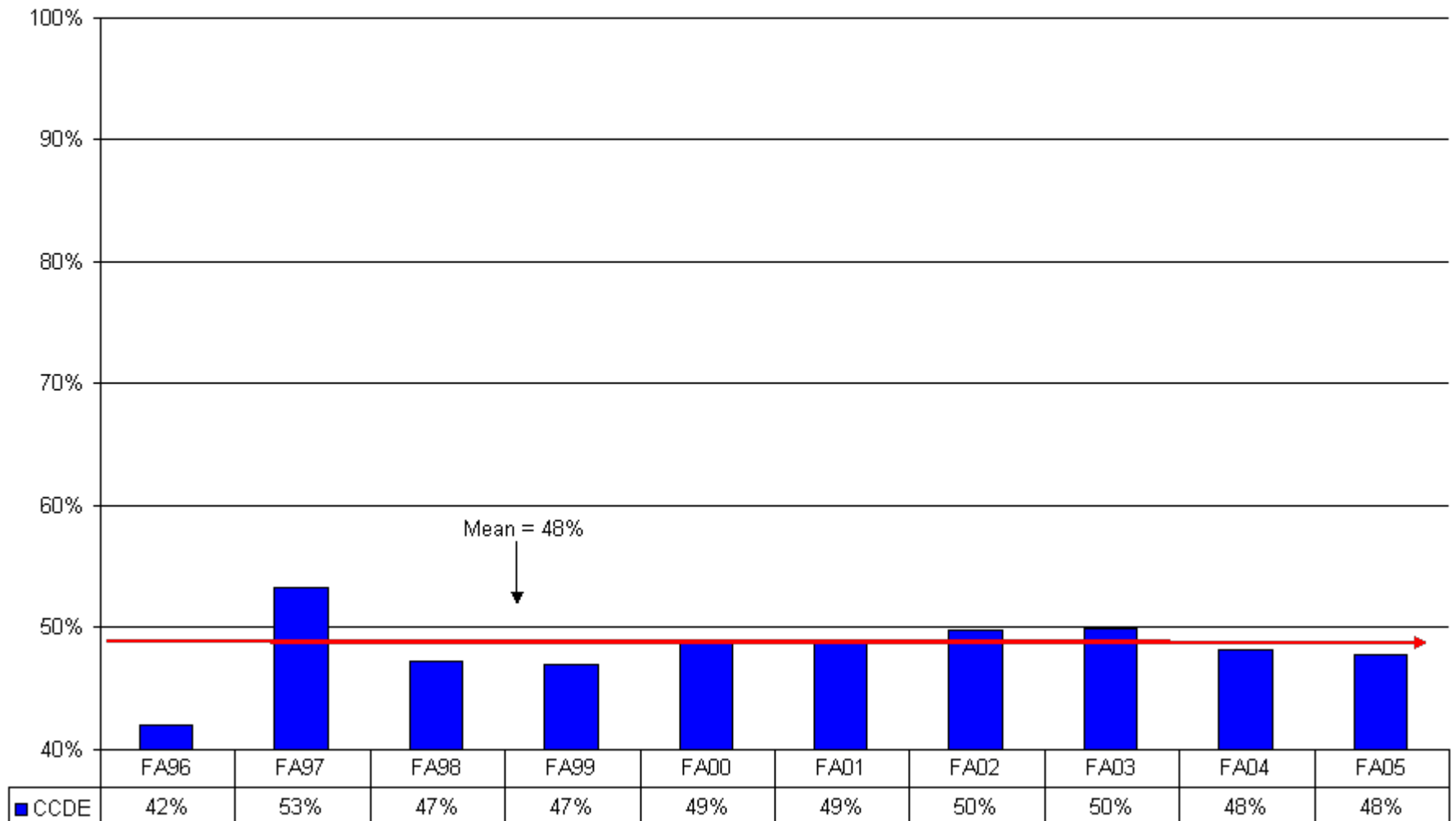
Percent of Fall New Students Taking Developmental Math at DABCC



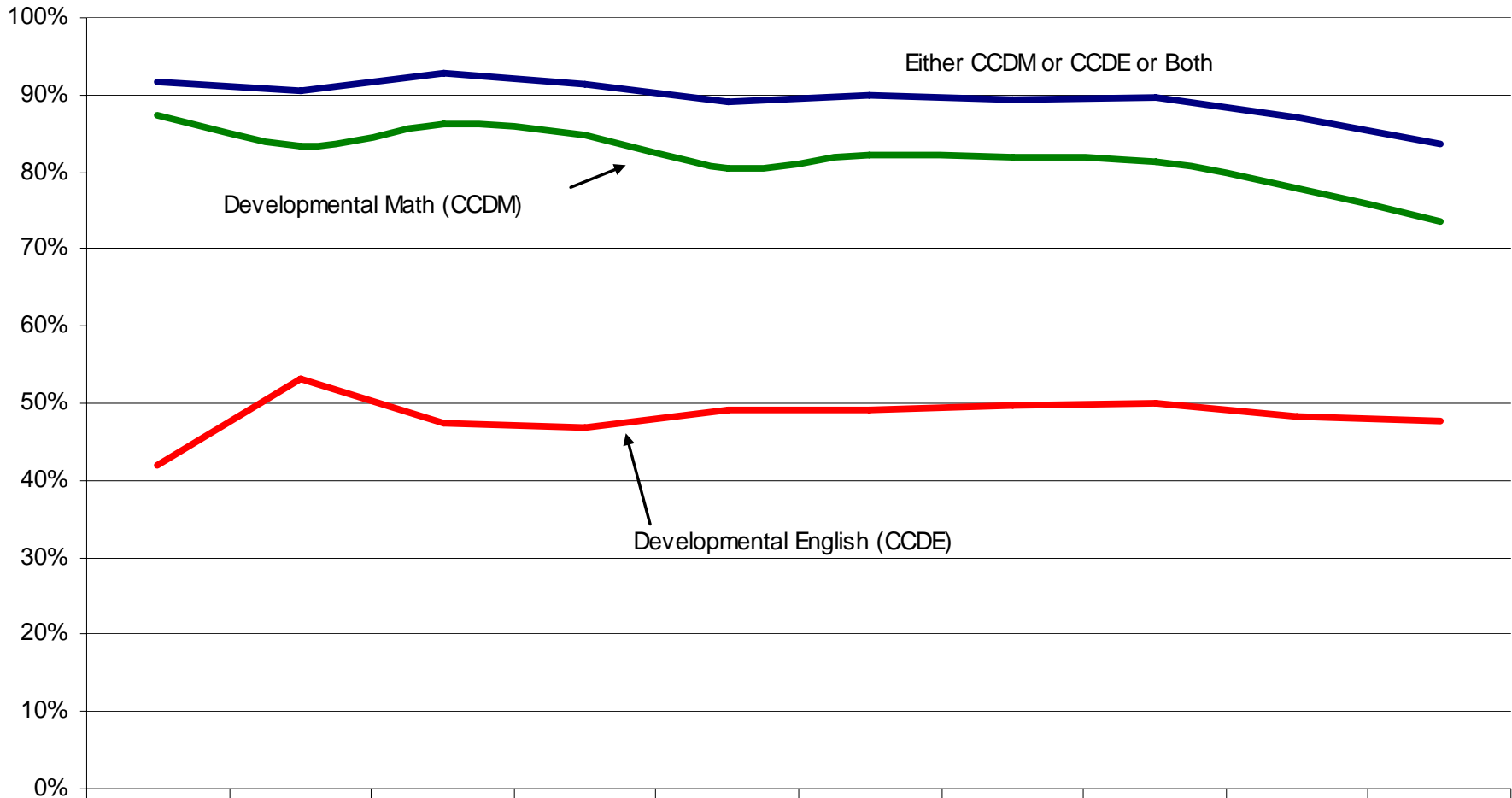
How Many New Students
(DA and MA)
take Developmental Courses?

- On average, 48% of new students at DACC took at least one developmental English course sometime during their instruction at DACC.

Percent of Fall New Students Taking Developmental English at DABCC



Percent Fall New Students Taking Developmental Math and/or English at DABCC



	FA96	FA97	FA98	FA99	FA00	FA01	FA02	FA03	FA04	FA05
— Either	92%	91%	93%	91%	89%	90%	89%	90%	87%	84%
— CCDM	88%	83%	86%	85%	80%	82%	82%	81%	78%	74%
— CCDE	42%	53%	47%	47%	49%	49%	50%	50%	48%	48%

Why do the study?

- To test how well DACCC is performing against basic Achieving the Dream beliefs
- Try to find the courses that affect new DA students the most
- New - doesn't include incoming Transfers
- Try to better understand if certain student groups do better than others

Used Complex Longitudinal
Retention Model

Possible Internal Outcomes

Persist

StopOut

Degree/Certificate

Unknown*

Other Possible External Outcomes

- Transfer to NMSU
- Transfer to another NMSU Branch
- Transfer to NM 2-Yr
- Transfer to NM 4-Yr
- NMSU AA Degree
- NMSU BA Degree
- NMSU P BA Degree
- Other NMSU Branch Degree
- Stop Out after Transfer
- Unknown after Transfer

Unknown

- **Unknown** - a student who isn't enrolled this semester and didn't enroll in any future semesters at DACC or NMSU.
- So the student can't be found in any of the data sets used in the model.
- These students likely have **Dropped Out ...** but we just don't know

Fall 1996 New DA Students n = 681

Unknown	60%	409
Persisting at DACC	3%	23
DACC Degree	10%	71
DACC Certificate	2%	15
Transferred to NMSU	19%	131
NMSU Degree	8%	54
Still at NMSU	5%	31
Transferred to NM 2-year	7%	48
Transferred to NM 4-year	2%	12
Transferred to NMSU Branch	0%	2

Hispanic Female n = 234

Unknown	56%	130
Persisting at DACC	6%	15
DACC Degree	14%	32
DACC Certificate	2%	5
Transferred to NMSU	22%	52
NMSU Degree	9%	22
Still at NMSU	7%	16
Transferred to NM 2-year	5%	11
Transferred to NM 4-year	2%	4
Transferred to NMSU Branch	0%	1

Hispanic Male n = 169

Unknown	63%	107
Persisting at DACC	3%	5
DACC Degree	8%	13
DACC Certificate	3%	5
Transferred to NMSU	15%	26
NMSU Degree	6%	10
Still at NMSU	4%	6
Transferred to NM 2-year	8%	13
Transferred to NM 4-year	3%	5
Transferred to NMSU Branch	0%	0

Focus on Retention

Retention study focused on New DA-admitted students who weren't in the AVS program

Focus on Retention

- Our retention rate is among the best in New Mexico, but ...

Focus on Retention

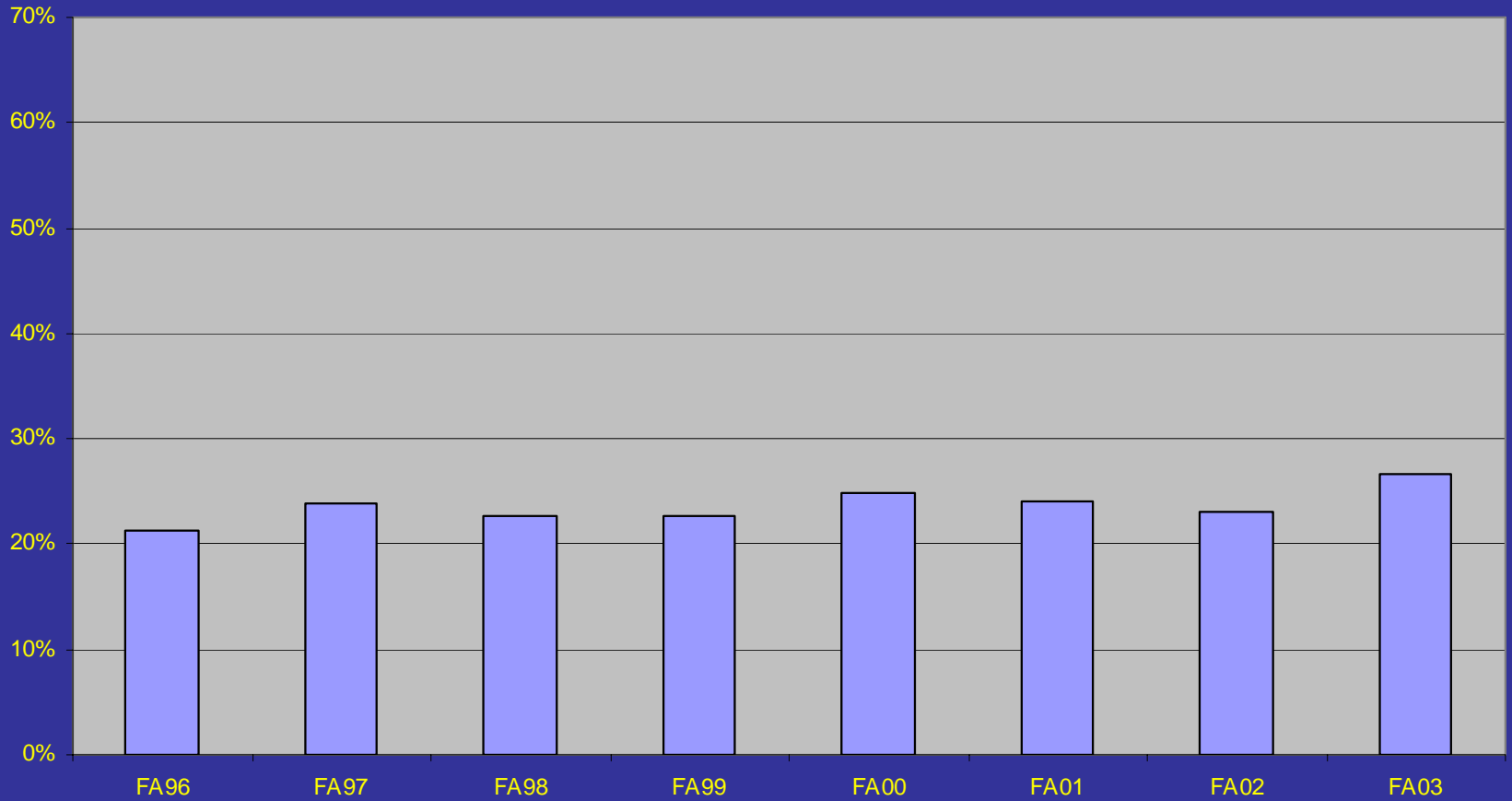
- We've been losing >60% of our new students
- We lose roughly 24% after one semester and up to 40% after two semesters.
- OR 2/3 of those students we are going to lose (60%) are gone after two semesters

Unknown Rates

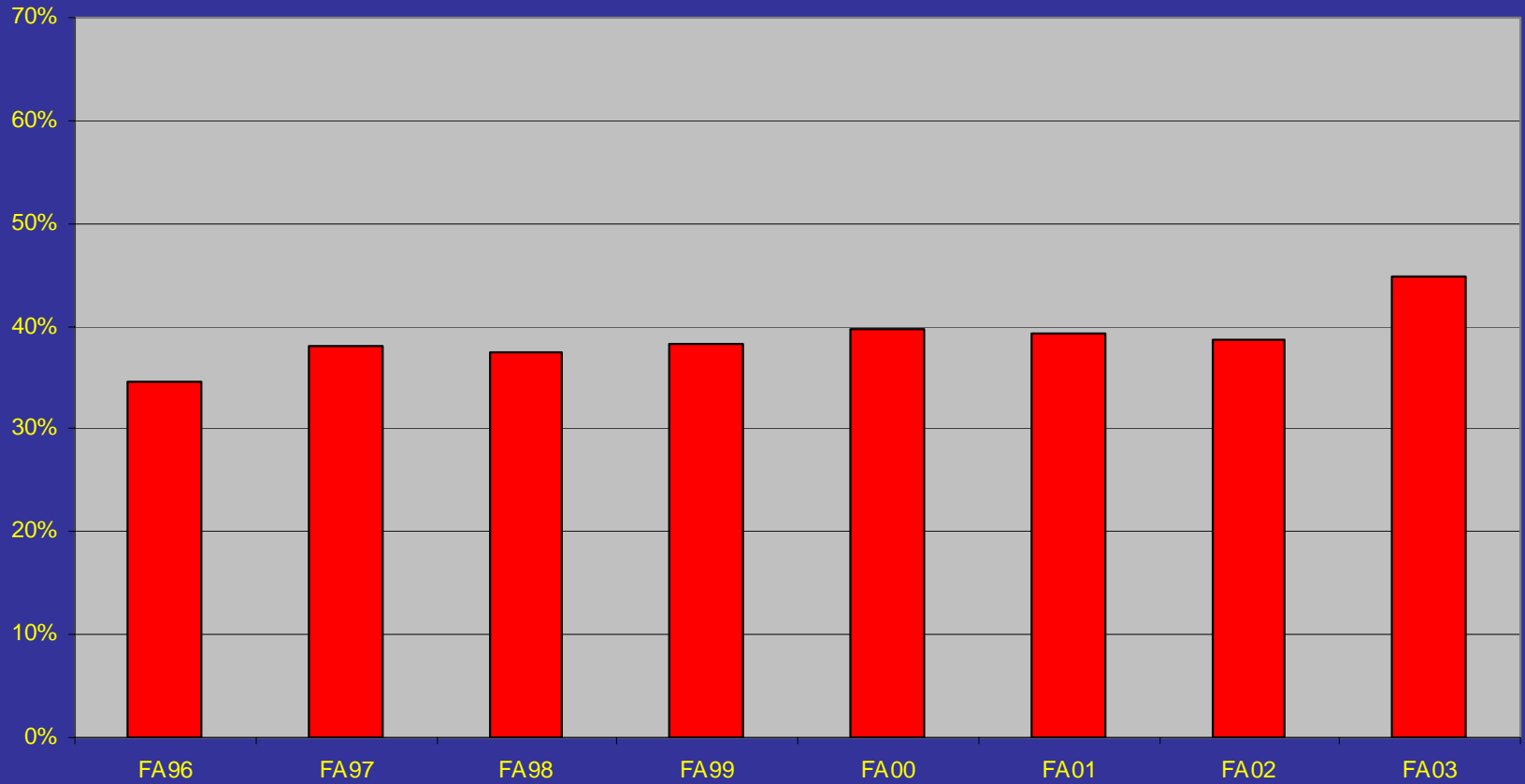
DA New Students (not AVS)

Cohort	Fall to Spring		Fall to Fall		to FA04	
	n	%	n	%	n	%
FA96	681	21%	235	35%	409	60%
FA97	816	24%	311	38%	527	65%
FA98	731	23%	274	37%	484	66%
FA99	712	23%	273	38%	470	66%
FA00	679	25%	269	40%	441	65%
FA01	828	24%	325	39%	494	60%
FA02	844	23%	326	39%	457	54%
FA03	944	27%	424	45%	424	45%
	6,235	24%	2,437	39%	3,706	59%

Fall to Spring Unknowns



Fall to Fall Unknowns



F2S DA New - All Students

Course	Total	Pass Rate Gap	Unknown Pass %	Retained Pass %
CCDM103	2,661	49%	22%	71%
CCDE110	1,240	53%	19%	72%
CCDE105	1,120	54%	21%	74%
OECS105	1,031	47%	18%	65%
CCDM114	987	42%	17%	59%
COLL101	931	54%	18%	73%
COLL108	663	51%	24%	75%
COLL155	576	47%	24%	71%
C S 110	548	34%	29%	63%
SOC 101	495	24%	30%	54%
ENGL111	486	40%	28%	68%
PSY 201	408	36%	27%	63%
CCDM100	316	44%	25%	69%
UNIV150	256	61%	19%	79%
OEBU110	211	53%	25%	78%

F2F DA New - All Students

Course	Total	Pass Rate Gap	Unknown Pass %	Retained Pass %
CCDM103	3,277	32%	38%	71%
CCDM114	2,357	37%	24%	61%
CCDE110	2,186	40%	35%	75%
ENGL111	1,616	40%	33%	73%
OECS105	1,598	38%	31%	68%
CCDE105	1,441	40%	35%	76%
COLL101	1,094	39%	38%	77%
C S 110	1,035	31%	34%	65%
SOC 101	954	28%	30%	57%
COLL155	933	34%	39%	73%
PSY 201	932	28%	36%	64%
COLL108	800	37%	38%	75%
COMM265	505	37%	31%	68%
MATH115	441	23%	22%	45%
CCDM100	407	37%	33%	69%

Financial Aid

Cohort Comparison Financial Aid = NO

	FA96	FA97	FA98	FA99	FA00
N=	299	425	332	302	225
Unknown	70%	74%	75%	77%	76%
Persisting at DACC	1%	3%	5%	4%	7%
DACC Degree	6%	6%	2%	3%	1%
DACC Certificate	3%	1%	1%	2%	0%
Transferred to NMSU	10%	9%	11%	8%	11%
NMSU Degree	3%	1%	3%	0%	0%
Still at NMSU	1%	2%	2%	4%	6%
Transferred to NM 2-year	8%	6%	3%	4%	4%
Transferred to NM 4-year	1%	3%	2%	2%	2%
Transferred to NMSU Branch	1%	1%	0%	0%	0%

Cohort Comparison Financial Aid = YES

	FA96	FA97	FA98	FA99	FA00
N=	382	391	399	410	454
Unknown	52%	55%	59%	58%	59%
Persisting at DACC	5%	6%	6%	10%	12%
DACC Degree	14%	11%	11%	11%	9%
DACC Certificate	2%	5%	2%	1%	2%
Transferred to NMSU	26%	22%	20%	18%	17%
NMSU Degree	12%	6%	5%	1%	1%
Still at NMSU	7%	8%	9%	10%	11%
Transferred to NM 2-year	6%	4%	3%	2%	4%
Transferred to NM 4-year	2%	1%	1%	1%	1%
Transferred to NMSU Branch	0%	0%	1%	1%	1%

Tutoring

Tutoring = No (68%)

	FA01	FA02
N=	550	514
Unknown	69%	65%
Persisting at DACC	16%	24%
DACC Degree	2%	0%
DACC Certificate	1%	0%
Transferred to NMSU	9%	7%
NMSU Degree	0%	0%
Still at NMSU	5%	5%
Transferred to NM 2-year	3%	1%
Transferred to NM 4-year	1%	1%
Transferred to NMSU Branch	0%	0%

Tutoring = Yes (32%)

	FA01	FA02
n=	226	270
Unknown	39%	40%
Persisting at DACC	29%	41%
DACC Degree	4%	0%
DACC Certificate	2%	1%
Transferred to NMSU	21%	13%
NMSU Degree	0%	0%
Still at NMSU	12%	11%
Transferred to NM 2-year	4%	1%
Transferred to NM 4-year	1%	0%
Transferred to NMSU Branch	1%	0%

Who needs help?

- Almost all our new DA admitted students
- Too many students are not prepared to do college level work
- Most are going to need a lot of support to reach their educational goals

Who needs help?

- Hispanic Females are the stars
 - We need to learn from them
 - We need to find out why they are so much better
- Males don't do as well

Who needs help?

- Other, including White non-Hispanic Males are the worst
- Hispanic Males should be our focus
- The number of Hispanic Males will continue to increase because the education pipeline has more of them

Math

- Big problem for not-retained students
- 43% of entering DA Freshmen take CCDM103 their first semester (62% passed) UR=22%
- 16% took CCDM114 (52% passed) UR=17%
- 5% took CCDM100 (58% passed) UR=25%

Math

- So, 66% of new DA students took developmental math during their first semester
- 1,675 (40%) students didn't pass
- 1,090 (65%) of students that didn't pass didn't come back
- This is 26% of all students who took CCDM.

New DA Hispanic Males CCDM 100

	Fall 2006 N = 24	Fall 2005 N = 16	Fall 2004 N = 16
Passing	46%	44%	56%
Failed	13%	31%	13%
Withdrew	29%	6%	13%
Other	13%	19%	19%

New DA Hispanic Males CCDM 103

	Fall 2006 N = 77	Fall 2005 N = 104	Fall 2004 N = 127
Passing	53%	61%	52%
Failed	21%	15%	21%
Withdrew	17%	10%	13%
Other	9%	14%	15%

New DA Hispanic Males

CCDM 114

	Fall 2006 N = 52	Fall 2005 N = 42	Fall 2004 N = 47
Passing	71%	43%	57%
Failed	10%	38%	21%
Withdrew	12%	15%	13%
Other	8%	4%	15%

Dashboards

Dashboard Fall 2006			1/12/2007				
Δ from FA05		Δ	13-Oct	6-Oct	29-Aug	Post DE	28-Aug
5.5%	Headcount Enrollment	0.7%	7,077	7,030	6,753	6,574	7,132
6.5%	FTE Enrollment	0.4%	3,977	3,959	3,901	3,806	4,095
	East Mesa	1.5%	2,412	2,377	2,274	2,221	2,424
Key	White Sands	3.5%	295	285	249	246	264
GT 1%	Las Cruces	0.3%	5,072	5,055	4,907	4,791	5,170
1% to -1%	Gadsden	0.1%	730	729	739	729	779
LT -1%	Sunland Park	0.0%	354	354	355	352	385
	Total Sections	0.1%	1,490	1,488	1,469	1,465	1,465
	Canceled Sections	0.6%	165	164	100	98	98
	Classes with TBA's	-35.3%	11	17	182	243	249
N = 969	FA05 DA NS Retained*	0.0%	53%	53%	51%	50%	56%
N = 152	AtD CCDM Males Retained**	0.0%	53%	53%	49%	47%	59%
	Returned Disenrolled [561]	0.0%	317	317	139	-	
	Still Disenrolled [561]	0.0%	244	244	422	561	
	DA All Students	0.3%	5,272	5,258	5,075	4,952	5,408
	DA New Students	0.2%	1,019	1,017	988	955	1,036
	MA All Students	1.9%	1,786	1,753	1,661	1,608	1,717
	MA New Students	1.5%	660	650	639	621	653
N = 15,856	FA05 MA to FA06 DA***	0.0%	192	192	186	180	195
N = 14,714	SP06 MA to FA06 DA	0.0%	95	95	93	92	95
	Dual Enrolled HS Students	-0.4%	272	273	267	254	269

* FA05 New DA Students (969) who have enrolled at DABCC in FA06

** FA05 New DA Male CCDM103,114 Students (152) who have enrolled at DABCC in FA06

Achieving the Dream - Dashboard Fall 2006	Key	GT 1%	1% to -1%	LT -1%	
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Retention of New Hispanic Male Students who took CCDM103 or CCDM114 in Fall 2005						FA06 at DABCC						
<i>10/13/2006</i>	Goal 1			SP06	FA06	Δ	13-Oct	6-Oct	29-Sep	25-Sep	15-Sep	Census
New Hispanic Males - FA05				N	N	%	13-Oct		%	%	%	%
Passed CCDM103 in FA05 [61%] and Retained at DABCC in FA06				64	54	84%	41	0.0%	64%	64%	64%	64%
NO Pass CCDM103 in FA05 [39%] and Retained at DABCC in FA06				41	27	66%	15	0.0%	37%	37%	37%	37%
CCDM103 Combined				105	81	77%	56	0.0%	53%	53%	53%	53%
Passed CCDM114 in FA05 [43%] and Retained at DABCC in FA06				20	20	100%	19	0.0%	95%	95%	95%	95%
NO Pass CCDM114 in FA05 [57%] and Retained at DABCC in FA06				27	15	56%	6	0.0%	22%	22%	22%	22%
CCDM114 Combined				47	35	74%	25	0.0%	53%	53%	53%	53%
Passed 103 or 114 in FA05 [55%] and Retained at DABCC in FA06				84	74	88%	60	0.0%	71%	71%	71%	71%
NO Pass 103 or 114 in FA05 [45%] and Retained at DABCC in FA06				68	42	62%	21	0.0%	31%	31%	31%	31%
New Hispanic Males - FA05 Combined				152	116	76%	81	0.0%	53%	53%	53%	53%
Benchmark 1 - Hispanic Females												
				SP06	FA06	Δ	13-Oct	6-Oct	29-Sep	25-Sep	15-Sep	Census
New Hispanic Females - FA05				N	N	%	13-Oct		%	%	%	%
Passed CCDM103 in FA05 [64%] and Retained at DABCC in FA06				113	104	92%	89	0.0%	79%	79%	79%	79%
NO Pass CCDM103 in FA05 [36%] and Retained at DABCC in FA06				63	35	56%	21	0.0%	33%	33%	32%	32%
CCDM103 Combined				176	139	79%	110	0.0%	63%	63%	62%	62%
Passed CCDM114 in FA05 [62%] and Retained at DABCC in FA06				26	24	92%	18	0.0%	69%	69%	69%	69%
NO Pass CCDM114 in FA05 [38%] and Retained at DABCC in FA06				16	14	88%	9	0.0%	56%	56%	56%	56%
CCDM114 Combined				42	38	90%	27	0.0%	64%	64%	64%	64%
Passed 103 or 114 in FA05 [64%] and Retained at DABCC in FA06				139	128	92%	107	0.0%	77%	77%	77%	77%
NO Pass 103 or 114 in FA05 [36%] and Retained at DABCC in FA06				79	49	62%	30	0.0%	38%	38%	37%	37%
New Hispanic Females - FA05 Combined				218	177	81%	137	0.0%	63%	63%	62%	62%
Benchmark 2 - New DA Students												
				SP06	FA06	Δ	13-Oct	6-Oct	29-Sep	25-Sep	15-Sep	Census
New DA Students in FA05 retained at DABCC in FA06				969	690	71%	514	0.2%	53%	53%	53%	53%

Retention of New Students who took CCDM and CCDE in Fall 2005						FA06 at DABCC						
<i>1/12/2007</i>	Goal 2			SP06	FA06	Δ	13-Oct	6-Oct	29-Sep	25-Sep	15-Sep	Census
New CCDM & CCDE - FA05				N	N	%	13-Oct		%	%	%	%
New DA Students in FA05 who took CCDM and CCDE				266	206	77%	157	0.0%	59%	59%	59%	59%

Achieving the Dream - Dashboard Spring 2007							Key	GT 1%	1% to -1%	LT -1%			
Retention of New Hispanic Male Students who took CCDM103 or CCDM114 in Fall 2005							SP07 at DACC						
1/16/2007	Goal 1			SP06		FA06	SP07	Δ	16-Jan	15-Jan	11-Jan	10-Jan	
New Hispanic Males - FA05		N	N	%	N	%	16-Jan		%	%	%	%	
Passed CCDM103 in FA05 [61%] and Retained at DACC in SP07		64	54	84%	41	64%	31	3.3%	48%	47%	52%	52%	
NO Pass CCDM103 in FA05 [39%] and Retained at DACC in SP07		41	27	66%	15	37%	7	0.0%	17%	17%	20%	20%	
CCDM103 Combined		105	81	77%	56	53%	38	2.7%	36%	35%	39%	39%	
Passed CCDM114 in FA05 [43%] and Retained at DACC in SP07		20	20	100%	19	95%	14	7.7%	70%	65%	60%	60%	
NO Pass CCDM114 in FA05 [57%] and Retained at DACC in SP07		27	15	56%	6	22%	3	0.0%	11%	11%	11%	11%	
CCDM114 Combined		47	35	74%	25	53%	17	6.3%	36%	34%	32%	32%	
Passed 103 or 114 in FA05 [55%] and Retained at DACC in SP07		84	74	88%	60	71%	45	4.7%	54%	51%	54%	54%	
NO Pass 103 or 114 in FA05 [45%] and Retained at DACC in SP07		68	42	62%	21	31%	10	0.0%	15%	15%	16%	16%	
New Hispanic Males - FA05 Combined		152	116	76%	81	53%	55	3.8%	36%	35%	37%	37%	
Benchmark 1 - Hispanic Females				SP06		FA06	SP07	Δ	16-Jan	15-Jan	11-Jan	10-Jan	
New Hispanic Females - FA05		N	N	%			16-Jan		%	%	%	%	
Passed CCDM103 in FA05 [64%] and Retained at DACC in SP07		113	104	92%	89	79%	78	2.6%	69%	67%	68%	67%	
NO Pass CCDM103 in FA05 [36%] and Retained at DACC in SP07		63	35	56%	21	33%	17	13.3%	27%	24%	24%	24%	
CCDM103 Combined		176	139	79%	110	63%	95	4.4%	54%	52%	52%	52%	
Passed CCDM114 in FA05 [62%] and Retained at DACC in SP07		26	24	92%	18	69%	15	0.0%	58%	58%	54%	50%	
NO Pass CCDM114 in FA05 [38%] and Retained at DACC in SP07		16	14	88%	9	56%	8	14.3%	50%	44%	44%	44%	
CCDM114 Combined		42	38	90%	27	64%	23	4.5%	55%	52%	50%	48%	
Passed 103 or 114 in FA05 [64%] and Retained at DACC in SP07		139	128	92%	107	77%	93	2.2%	67%	65%	65%	64%	
NO Pass 103 or 114 in FA05 [36%] and Retained at DACC in SP07		79	49	62%	30	38%	25	13.6%	32%	28%	28%	28%	
New Hispanic Females - FA05 Combined		218	177	81%	137	63%	118	4.4%	54%	52%	52%	51%	
Benchmark 2 - New DA Students				SP06		FA06	SP07	Δ	16-Jan	15-Jan	11-Jan	10-Jan	
New DA Students in FA05 retained at DACC in SP07		969	690	71%	515	53%	397	4.2%	41%	39%	41%	41%	
Retention of New Students who took CCDM and CCDE in Fall 2005							SP07 at DACC						
1/17/2007	Goal 2			SP06		FA06	SP07	Δ	16-Jan	15-Jan	11-Jan	10-Jan	
New CCDM & CCDE - FA05		N	N	%			16-Jan		%	%	%	%	
New DA Students in FA05 who took CCDM and CCDE		266	206	77%	157	59%	118	6.3%	44%	42%	45%	44%	

Achieving the Dream - Dashboard Spring 2007

Key

GT 1%

1% to -1%

LT -1%

Retention of New Hispanic Male Students who took CCDM103 or CCDM114 in Fall 2006

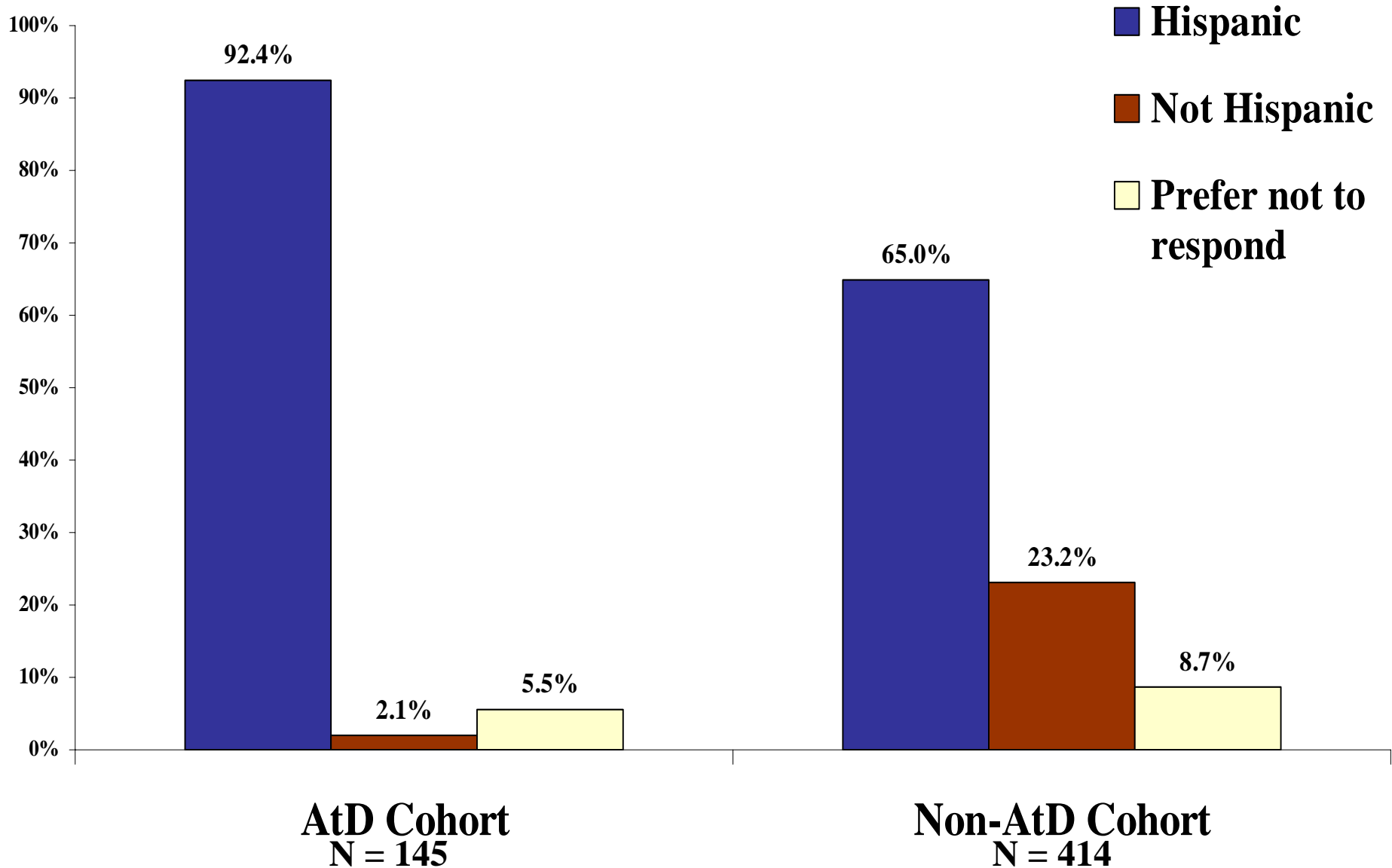
Gadsden or Sunland Park Center

1/16/2007		Goal 1		SP07	Δ	16-Jan	15-Jan	11-Jan	10-Jan
New Hispanic Males in Cohort - FA06		N	16-Jan			%	%	%	%
Passed CCDM103 in FA06 [77%] and Retained at DACC in SP07		10	8	0.0%		80%	80%	80%	80%
NO Pass CCDM103 in FA06 [23%] and Retained at DACC in SP07		3	2	0.0%		67%	67%	67%	67%
CCDM103 Combined		13	10	0.0%		77%	77%	77%	77%
Passed CCDM114 in FA06 [92%] and Retained at DACC in SP07		12	9	12.5%		75%	67%	67%	67%
NO Pass CCDM114 in FA06 [8%] and Retained at DACC in SP07		1	1	0.0%		100%	100%	100%	100%
CCDM114 Combined		13	10	11.1%		77%	69%	69%	69%
Passed 103 or 114 in FA06 [85%] and Retained at DACC in SP07		22	17	6.2%		77%	73%	73%	73%
NO Pass 103 or 114 in FA06 [15%] and Retained at DACC in SP07		4	3	0.0%		75%	75%	75%	75%
New Hispanic Males - FA06 Combined		26	20	5.3%		77%	73%	73%	73%
Benchmark 1 - Hispanic Females				SP07	Δ	16-Jan	15-Jan	11-Jan	10-Jan
New Hispanic Females in Cohort - FA06		N	16-Jan			%	%	%	%
Passed CCDM103 in FA06 [69%] and Retained at DACC in SP07		20	20	0.0%		100%	100%	100%	100%
NO Pass CCDM103 in FA06 [31%] and Retained at DACC in SP07		9	8	0.0%		89%	89%	89%	89%
CCDM103 Combined		29	28	0.0%		97%	97%	97%	97%
Passed CCDM114 in FA06 [63%] and Retained at DACC in SP07		5	4	0.0%		80%	80%	80%	80%
NO Pass CCDM114 in FA06 [38%] and Retained at DACC in SP07		3	1	0.0%		33%	33%	33%	33%
CCDM114 Combined		8	5	0.0%		63%	63%	63%	63%
Passed 103 or 114 in FA06 [68%] and Retained at DACC in SP07		25	24	0.0%		96%	96%	96%	96%
NO Pass 103 or 114 in FA06 [32%] and Retained at DACC in SP07		12	9	0.0%		75%	75%	75%	75%
New Hispanic Females - FA06 Combined		37	33	0.0%		89%	89%	89%	89%

Faces of the Future Survey

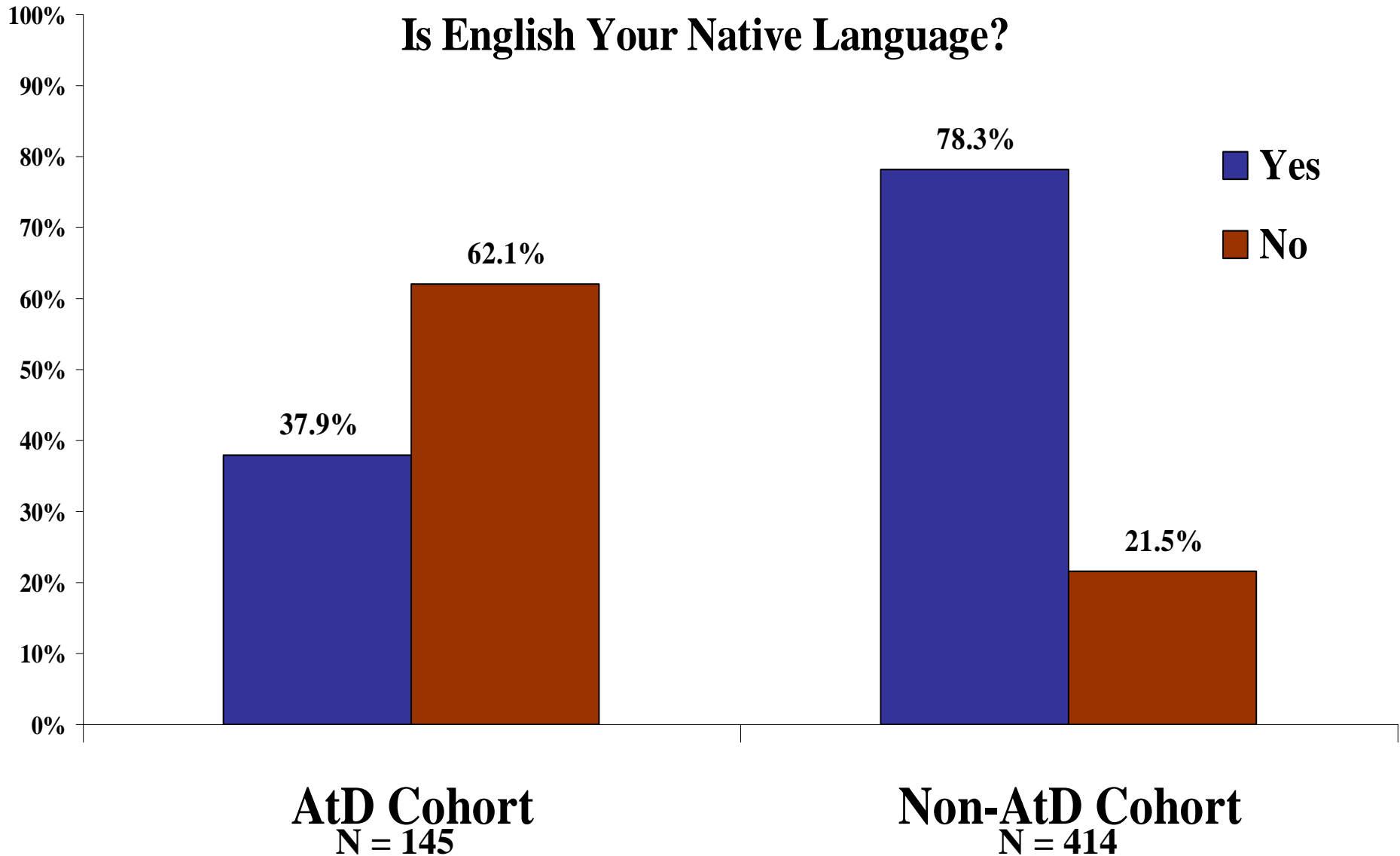
2006 Developmental Math AtD Cohort

Faces of the Future Results



2006 Developmental Math AtD Cohort

Faces of the Future Results



2006 Developmental Math AtD Cohort

Faces of the Future Results

What is the highest level of education attained by your mother?

	AtD Cohort N = 145	Non-AtD N = 414
<HS Diploma	52%	25%
HS Dip/GED	25%	23%
Some College	7%	14%
Voc/Tech Deg	4%	6%
Assoc/2-yr Deg	5%	9%
Bachelor's Deg	3%	12%
Mas/Doc/Pro Deg	3%	8%

2006 Developmental Math AtD Cohort

Faces of the Future Results

What is the highest level of education attained by your father?

	AtD Cohort N = 145	Non-AtD N = 414
<HS Diploma	54%	26%
HS Dip/GED	19%	25%
Some College	5%	14%
Voc/Tech Deg	7%	4%
Assoc/2-yr Deg	2%	6%
Bachelor's Deg	3%	11%
Mas/Doc/Pro Deg	3%	8%

Achieving the Dream Focus Group

2006 Developmental Math AtD Focus Group

Purpose:

- *To understand why students chose to attend DACC*
- *To understand what causes or might cause students to leave DACC*
- *To understand how involved students are in their own learning*
- *To understand the role of relationships in student persistence and success*
- *To understand what DACC does well to help students stay in school and achieve their goals*
- *To understand what DACC needs to improve to help students stay in school and reach their educational goals*

2006 Developmental Math AtD Focus Group

Approach:

- *Conducted two focus group sessions with Developmental Math Students at Sunland Park Center and Gadsden Center*
- *Invited 16 randomly selected students to participate*
- *Each session was scheduled for 75 minutes*
- *Recorded and transcribed responses from each session*

2006 Developmental Math AtD Focus Group

Initial Results:

- *12 of the 16 invitees participated*
- *50% female*
- *100% Hispanic*
- *67% between the ages of 18 and 24*
- *42% earned at least a HS diploma and 33% at least a GED*
- *58% full-time students*
- *50% enrolled immediately after high school*

2006 Developmental Math AtD Focus Group

Results:

- *Mom's highest level of education:*
 - 33% have 8th grade education
 - 42% have HS diploma or GED
- *Dad's highest level of education:*
 - 17% have 8th grade education or some HS
 - 33% have HS diploma or GED
- *67% received grants/scholarships*
- *25% received loans*

2006 Developmental Math AtD Focus Group

Educational Goals:

- *All of the students hoped to earn at least an Associates degree*
- *Family support is necessary in achieving this goal*
 - *Child care*
 - *Transportation*
 - *Financial Support*
 - *Encouragement*
- *Believe that a better education will lead to better careers and better income*
- *Finds DACC is supportive in achieving their educational goals*

2006 Developmental Math AtD Focus Group

Support from Family/Friends/Employer:

- *Most of the students are encouraged by their parents to earn their degree*
- *Of those students who are employed found their employer to be generally supportive, but often had to ask for time off to take care of school business*

2006 Developmental Math AtD Focus Group

DACC's Strengths:

- *Tuition is affordable*
- *Student Services staff at each center are very supportive*
- *Close to home*
- *Small classes*
- *Access to tutors*
- *Comfortable environment*

2006 Developmental Math AtD Focus Group

DACC's Weaknesses:

- *Student Services available at the centers are not adequate*
- *Student Services office closes at 5:00 p.m.*
- *Must drive to Las Cruces for Financial Aid Assistance*
- *Academic advising is very limited*
 - *Many students self-advised*
 - *Rely on Student Services Coordinator for academic advising*
- *Would like more full-time instructors*
 - *Many students reported they have had part-time instructors who would cancel class with out notice several times during a semester*
- *Library Services are in adequate*
 - *Limited resources at Gadsden Center*
 - *No library at Sunland Park Center*

2006 Developmental Math AtD Focus Group

Final Thought:

“I want to say thank you for giving us for this opportunity, because now we know that you are interested in what we are doing...and that you want to make things better for us.”

DISCUSSION