Project Graduation
Sub-Committee: Data Mining and Manual Degree Auditing

Minutes of Meeting Agenda

Date: Wednesday, June 4, 2014
Time: 1:30 – 3:00 pm
Room: Leadership Suite, L123

Members In Attendance:
Dean Denise Liguori
Lynne Richardson
Kim Smokowski
Guests:
Pam Ricatto

1. Findings:
   Update on graduation progress of “missing 1-3 courses” group
   (Kim Smokowski/Monica Postle)
   The meeting guests were given an overview of the progress, process and purpose of the graduation attempts related to this cohort.
   - Originally 1066 student program evaluations generated for this group
   - Duplicates were extracted
   - Kim examined each program evaluation and determined which courses were missing and annotated the evaluation accordingly
   - Monica is collating the information on an excel spreadsheet which includes:
     - Student name & ID, # of college credits earned, courses missing, and date last attended.
     - Notes are made on students who have holds as well as students who were on the Dean’s list.

Implementations:
ACTION: Monica will continue to work on completing the spreadsheet.
Upon completion, outreach will begin by determining if transfer credits are available from alternate colleges to satisfy graduation requirements. Kim reminded the committee that we needed to discuss our intentions with Doug Short, the college transcript evaluator, because he would be ultimately responsible for evaluating and posting the transfer credits.

ACTION: Kim volunteered to speak with Doug Short
Kim continues to work on graduate interventions records. Lynne Richardson confirmed that if Kim was able to forward eligible student records to her by the end of July/beginning of August, they would be counted in the August 2014 graduation cycle.

ACTION: Kim will collaborate with Lynne Richardson to meet the timeframe

Kim then left the Meeting
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2. Findings:
   Scheduled process and data retrieval for August graduates (Denise Liguori)
   Denise explained that it is now time to ‘throw the net out’ to catch candidates for August graduation. Denise checked with Lynne Richardson to see if she had completed the May graduation cycle process before we moved forward to begin the August process. Lynne confirmed that she is ready to begin.

   Implementations:
   ACTION: (a) Lynne will provide Denise with a list of Candidates
             (b) Lynne will send a saved list to Hyacinthe Nkurunziza who will run a query to obtain student information for sending ‘congratulations’ letter
             (c) Denise will contact VP Gonzalez-De Jesus to get the letter updated and signed. She will then give this to Hyacinthe, who will process the mail merge

3. Findings:
   Data Mining for Certificate Programs
   A. Specific curriculum request from the Academic Area (PJ Ricatto)
      Denise welcomed Dean Ricatto and Pam Ricatto and turned the meeting over to them to explain the purpose of their attendance. PJ explained that the initiative originated from concerns over the college’s low graduation rates. After discussions with AAVP Mullaney, they decided to explore two 34 credit transfer certificate programs that had been developed several years ago by the then Academic Vice President, Gary Porter. The two certificates are CERT.TRAN.LA.GEN. and CERT.STP. The rationale behind the creation of these certificates was to allow students, who may only be attending BCC for one year before transferring to a 4 year school, to transfer with a college certificate.

   Problems:
      The certificates do not currently appear on either the college admissions application or in the academic catalog. If this initiative were to move forward this would have to be rectified. PJ expressed the view that many currently enrolled students may already be eligible (or close to eligible) to achieve one of these certificates, and in conferring certificates it could raise the college’s graduation rates.
Findings:
Pam Ricatto presented data she had compiled, using CROA, on the CERT.TRAN.LAN.GEN. Program, illustrating 290 students could be eligible for this certificate if their curriculums were changed to CERT.TRAN.LAN.GEN.

The committee discussed the IPEDS requirements for graduation rates regarding certificates. Of those 290 potential graduates, it might be possible to have 23 students meet the on-time graduation requirements that count toward our rates.

ACTION:
It was decided that Tonia Mckoy needed to be consulted for clarification on:
- whether these particular certificates qualify in calculating graduation rates
- how graduating twice, once with a certificate and once with a degree is tabulated in the rates

Findings:
PJ suggested a possible use for the certificates may be to put all ‘undecided’ new students into these 2 majors until they were more certain of what their academic goals were.

Findings/Problems:
A lengthy and detailed discussion ensued to understand better how this initiative would fit in to the work that is currently being performed by the Project Graduation Committee. Several questions were asked and a number of issues/concerns were raised by various committee members, for example:
- Who is the target population? Is it new students? If so, it should be marketed by Recruitment and Admissions. Is it for transfer students who only intend to stay for one year? Can it even be achieved in 1 year given the high percentage of Bergen students who have multiple remedial classes? Can it be awarded retroactively? Could it be applied to the student cohort “no longer attending, missing 1-3 courses”? Could Visiting Students accumulate enough credits for this? Can it be taken concurrently with an Associate’s degree (answer “NO”)
- What are the implications for the college’s graduation rates versus numbers? IPEDS currently captures students using the criteria “first time/full time, degree seeking students starting in the Fall semester” completing in 150% of the time
- What are the implications for Financial Aid and the SAP requirements?
- What are the resources that would be needed to capture this population, work with them, apply interventions, correspond with them and ultimately graduate them?
- Why these 2 certificates in particular? There may be other certificate programs that would allow even more students to graduate. No research had been done on this yet.
- How many transfer credits do we allow to be accepted into this program?
• Concerns were expressed about the potential success of the STP (Science Technology Profession) Certificate. The data shows that the courses that students are most often missing when they transfer from Bergen are Math and Science. So it would seem unlikely that there would be a large demand for a one year certificate focusing on Math and Science.

• Was faculty on board with this initiative? (PJ responded that they had not yet got to that level of discussion on the initiative).

NEXT STEPS:
Denise wrapped up the discussion by thanking PJ and Pam for presenting the information and stating that more discussion would need to take place and more answers needed to be obtained to the questions posed. She said that there needed to be a conversation with Tonia Mckoy, CIE and Sharon Audet, Financial Aid. Denise asked PJ what he proposed for the next steps with this initiative. He recommended a meeting between Dr. Mullaney, Dr. Gonzalez De Jesus, Denise and himself to discuss this further. He asked that Denise set up the meeting.

The meeting adjourned at 3:30 p.m. as there was no more time for discussion and the remaining agenda items were tabled for the next meeting.