**Data team**

- more uniformity in course numbering for credits that don’t count towards graduation
- challenge: data is pre-filtered because don’t know how/why students were placed in each of the models
- unclear what the course are in the models: college algebra vs pre-algebra
- Don’t know how many previous dev-ed courses a student took before gateway
- What is a gateway course
- Co-req has fewer students and traditional has thousands
- Professor tracking course actually need better and more experienced teacher than higher level courses.

What does this mean for the plan?

- Already a lot happening across the state
- Should we do well-defined experiment
- Could we do a few case studies with in the selected institutions to do a deep dive?
- Ask their Eng and math dept so go really specific
  - Who is affected by placement policies
  - Different courses and treatment
  - Demographic data and outcome data
- Need a lot of work to do on subpopulations
- We are only looking at whether they pass to next course but not whether they are completing college
- We need to rethink who is counted (pt, transfer, drop-comeback)
- Should we measure student success by completions

These findings are not conclusive

- Variation in how schools answer questions
- Variation in being able to compare
- Doesn’t capture what other student supports are on the campus that are more holistic? What is longevity for students? Mandatory or optional?
- Peer mentoring being a model for entire system.