

## Perkins Special Population Collection - BANNER

**Date:** March 16, 2011

**Time:** 1-2:30

**Location:** Webconference

**Invited Attendees:** Cathy Johnson, Cec Gallagher, Jenny Howie, Ligia Arango, Jen Anderson, Denise Peterson-Elakovich, Shane Gilbert, Kathy Wilkins

---

- FAFSA special population data
  - Displaced homemaker/worker and Single Parent
  - Cindy Kiefer from FVCC has done a TON of leg work on this. Below are the questions we worked through while going through this process with her. I'm not sure if BANNER differs greatly from their system but if we can go through these questions, we'll have a pretty good idea if this is feasible.
    - *"I'm beginning the report writing, but wanted to let you know that the numbers you quoted do NOT correspond with the 09-10 FAFSA. It matches the 10-11 FAFSA, but I'm just using the descriptions you requested so I make sure and give you the correct information."*
      - ❖ **This shouldn't be a problem – data files coming into the system are aligned to the questions in BANNER. Cathy Johnson, Financial Aid Assistant Directors identified the information is imported into fields for those questions regardless of where it appears on the application for that year.**
    - *"Also... we don't have the FAFSA forms all processed in February. We will continue receiving FAFSA's through the Summer 11 semester even and that will be included in the 10-11 academic year. For instance, we just closed out the 09-10 academic year September 30, 2010. If you want information earlier than the end of year closure, I can do that, it just wouldn't be complete. I just wanted to let you know how the financial aid processing goes so you can decide when you want the data."*
      - ❖ **The data would be estimates for PELL amounts if asked before year end. Wait until the 15<sup>th</sup> of October to get the most accurate amount. Shane does not typically pull this information until Nov 1<sup>st</sup> to get the most accurate amounts. Demographic portion could be pulled at any time. We could pull a set of data that would link to the enrollment tables so we could have at the end of each semester. Shane needs to know where the information is stored. Cathy referred Shane and Kathy to Cindy Ferguson – 243-4256 who provided some answers prior to the meeting today.**
    - *"Do you ONLY want the records of students who say "yes" to Children they support? Is that the main target or would people who indicate "no" to children still be considered?"*
      - ❖ **Yes to children they support, and single, or divorced, never married.**



B. A Description of the Coursework. In general, a developmental course is any course designed to help students achieve competency at the level required for full admission to a four-year baccalaureate program and/or develop the basic skills needed to successfully complete college-level courses that satisfy the MUS core.

1. For purposes of this policy, developmental coursework is defined for mathematics and composition. While the goals of developmental coursework in both mathematics and composition focus on preparing students for college-level work, this policy does not suggest that these disciplines share the same instructional approaches and principles.
2. Developmental mathematics courses are any courses that enroll students with an ACT mathematics sub-score below 22, an SAT mathematics score below 520 (policy 301.1), or an equivalent score on a standardized placement test, such as COMPASS.
3. Developmental composition courses are any courses that enroll students with an ACT or SAT essay score below 7, a MUS writing assessment (MUSWA) score below 3.5, any other threshold score listed in policy 301.1, or an equivalent score on a standardized placement test, such as COMPASS.
4. The coursework described in this section of the policy is not considered college-level, and cannot be used in an associate of arts, associate of science or baccalaureate degree program.

- Kathy also spoke with Jan Clinard and the data warehouse programmers to discuss the academically disadvantaged SP students. The information is in banner and can be pulled. Jan suggested setting the limits a little lower because as was identified in the meeting, the vast majority of students fall within the ranges and scores discussed in our TA session. Jan suggests we set the limits as follows:

- A mathematics score of 18 on ACT or 440 on SAT. (That would place students into Intermediate Algebra, which is used in several certificate programs.) And
- A combined writing score of 18 on ACT or 440 on SAT; or
- Essay scores of 7 on ACT or SAT or 3.5 on MUSWA.
- She also suggested students be enrolled in more than one developmental course – either more than one math or math and reading or writing.

- **It was suggested we might require the scores within the past three years but left that up to the colleges. Shane will pull the first test and we'll utilize the data to identify any issues that might inflate or skew the data.**
- **Kathy asked if the group felt the data gathered would be valid enough to use. Those on the call felt it would be and that we needed to get the data and work with it a bit in order to assure it would be useable.**

- Limited English – ACT or COMPASS – this is a question on the ACT but would need to be added to COMPASS tests –
  - **Shane believes colleges get a file from ACT – he does not think demographic info is included in the import file. He is also not sure if it could be imported if there would be a place for it in BANNER.**
  - **Jenny commented that MSUB downloads a comma delimited file from the ACT website. She felt the difficulty is that there is no standard way folks could get the same info in order to use one extract from ACT. Each school can add as many questions to COMPASS as desired in whatever order they desire.**
  - **UM programmers have been helpful in identifying if a field is available in BANNER for collecting this information from ACT. ACT file load folks for Shane and Kathy to contact are: Tim Irmin, John Thunstrom and Collette Kirch**

- **Jenny and Cec identified COMPASS scores are hand entered into BANNER. Shane suggested we might be able to write a script to enter COMPASS scores (similar to the ACT import) so schools wouldn't have to hand enter this data.**
- **For limited English, it was felt that this might be easiest to obtain by putting a question on the admissions forms and/or applications. We might be too late for this year. Kathy will check with Sylvia.**
- Economically disadvantaged (ED) – currently we pull this with the semester data files. This would be a part of our BANNER pulls in the future and Shane feels it would be most accurate to pull once a year.
  - **FAFSA data final in October. Perkins uses PELL/BIA each March for the previous CALENDAR year. Shane felt we would have 98% of the information we needed in March for calendar year eligibility.**
  - **Performance Based Funding – spring see above**
  - **Final reports first draft – May need to run a second report in July to pull in Spring semester ED data for August indicator 1<sup>st</sup> draft reports.**
- BIA funds codes need to be identified for Shane
  - **Cathy identified Ums were coded under – MT higher ed grant (scholarships, are in here as well but coded differently)**
  - **Shane suggested Kathy be sent the title and fund code for BIA so we can isolate those fund.**
- Cumulative credits – missing students because students with developmental courses did not count towards their cumulative credit
  - **Shane identified that BANNER handles this & future extracts will allow us to pull exactly what we need**