Lessons from Connecting the Dots Workshops

Dr. Omid Pourzanjani, Visiting Sr. Executive, CCCCCO
opourzanjani@cccco.edu
ALIGNED RESOURCES AND PROGRAMS TO PUT STUDENTS FIRST

THE WHY
Our Students and Communities

THE WHAT
Vision for Success

THE HOW
Guided Pathways

THE TOOLS
System-level Support

GOALS

- Increase certificates and degrees
- Increase transfer to CSU and UC
- Decrease units to complete
- Increase employment in field of study
- Close equity gaps
- Close regional achievement gaps

PILLARS

- Clarify the path
- Enter the path
- Stay on the path
- Ensure students are learning

PROGRAM ALIGNMENT AND SUPPORT

- Developmental Ed. Reform (AB 705)
- California Promise (AB 19)
- Associate Degrees for Transfer
- Regulatory Reform

FISCAL REFORM

- Student Centered Funding Formula
- Guided Pathways allocations
- Student Equity and Achievement Program

POLICY CONNECTIONS

- Student Success Metrics
- Vision Resource Center
- Investment in staff and faculty
- Regional support strategy
- Local Board goals (AB 1809)
Goals

- Increase Integration
- Tie our work to Vision for Success
- Use data to understand gaps and barriers

Keep Focus on Students!
Four Pillars of Guided Pathways

1. Create clear curricular pathways to employment and further education.
2. Help students choose and enter their pathway.
3. Help students stay on their path.
4. Ensure that learning is happening with intentional outcomes.
Student Journeys

• Not all students are created equal
• But they need to know that our pathways are connected
• Identification of educational goals and career planning are critical
Well-designed Pathways
<table>
<thead>
<tr>
<th>Title</th>
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<th>AvgCoursesAtt</th>
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... (Table continues with more rows)
Model to Predict Probability of ECONOMICS
Partial student paths suggest options for future awards

1/4th Path

1/2 Path

Full Path

MATH20  COUNS11  COMM120*
MATH32  PSY110*  JAPAN1

MATH20  COUNS11  COMM120*
MATH32  PSY110*  MATH2
ACCT110*  SOCI110*  ECON201*
PSY150*  JAPAN1

MATH20  COUNS11  COMM120*
MATH32  PSY110*  MATH2
ACCT110*  SOCI110*  ECON202*
ECON201*  PSY150*  JAPAN1
ENGL105(ENGL115)*  ECON202*
MATH211*  JAPAN2  ARTH120*
MATH211*  BOTANY1  MATH221*
FILM2  ASTRON1  MATH110*
Model to Predict Probability of BUSINESS ADMINISTRATION
Partial student paths suggest options for future awards

1/4th Path

1/2 Path

Full Path

ENGL1 COUNS11 MATH26 MATH2 ACCT120*

ENGL1 COUNS11 MATH26 MATH2 ACCT120* MATH211* MATH221* GEOL101* POLS120* ENGL105(ENGL115)*

ENGL1 COUNS11 MATH26 MATH2 ACCT120* MATH211* MATH221* GEOL101* POLS120* ENGL105(ENGL115)* FILM11 MUSIC1 BUS110* BUS125* COMM110* MATH10 BIOL2 CS3 CS80
Supporting Students Along their Pathways
Retention and Success Rates

With Starfish
- Retention Rate: 91.9%
- Success Rate: 80.7%

Without Starfish
- Retention Rate: 85.4%
- Success Rate: 68.4%
How many pathways can you support/afford?
The Simplified Metrics Initiative

• Not the same as Student Success Metrics (SSM)
• Reduce the number of metrics
• Align the initiatives on one set of metrics (SSM)
• Integrate equity into each metric
• Align the remaining ones on definitions
Issues

- Accuracy of data used for grouping students
- Timing release of SSM for prime time
- DI data definitional issues (PPG vs. PI vs. Majority/Minority)
- Equity misalignment between Equity Plan and Vision Goals
- Counting misalignment between SSM and SCFF
Key Findings

• Need for data literacy
• Training for Transformational Change
• Big gaps – little resolution/detail – Especially with Equity
How do we use data to inform our work?
Student Types Based on Goals

**Adult Education/ESL**
- Improve basic skills in English, reading or math
- Complete credits for high school diploma or GED
- Move from noncredit coursework to credit coursework

**Short-term Career Education**
- Discover/formulate career interests, plans, goals
- Prepare for a new career (acquire job skills)
- Advance in current job/career (update job skills)
- Maintain certificate or license (e.g. Nursing, Real Estate)
- Earn a career technical certificate without transfer

**Degree/Transfer**
- Obtain an associate degree and transfer to a baccalaureate granting institution
- Transfer to a baccalaureate granting institution without an associate degree
- Obtain a two-year associate degree without transfer

**Undecided/Other**
- Undecided on goal
- Pursue educational development (intellectual, cultural)
- University / 4-year college student taking courses to meet university / 4-year college requirements
- No goal data
Retained from Fall to Spring

Among undecided/other students, the proportion retained from fall to spring at college in the selected year, excluding students who completed an award or transferred to a postsecondary institution.

- 2017-2018:
  - Retained from Fall to Spring at the Same College: 57%
  - Retained from Fall to Spring at Any Community College: 59%

Retained from Fall to Spring

Among degree/transfer students, the proportion retained from fall to spring at community college in the selected year, excluding students who completed an award or transferred to a postsecondary institution.

- 2017-2018:
  - Retained from Fall to Spring at the Same College: 73%
  - Retained from Fall to Spring at Any Community College: 76%

Source: Chancellor's Office Management Information System National Student Clearinghouse CSU/UC Match

Technical Definition
Different metrics were selected for each progress step, based on appropriate milestones and outcomes for the student’s goal.
Increased Outreach – Same Enrollment

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<th>Academic Year</th>
<th>Completed Applications Forwarded</th>
<th>First-Time Enrolled</th>
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<tr>
<td>2017-18</td>
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## The Student Success Allocations Dollars

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<th>All Students</th>
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<th>Pell Premium</th>
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<td>Associate Degrees for Transfer (ADTs) granted</td>
<td>$ 1,760</td>
<td>$ 444</td>
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<td>Associate degrees granted (excluding ADTs)</td>
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<td>$ 333</td>
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<tr>
<td>Baccalaureate degrees granted</td>
<td>$ 1,320</td>
<td>$ 333</td>
<td>$ 500</td>
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<td>Credit certificates (16 units or more) granted</td>
<td>$ 880</td>
<td>$ 222</td>
<td>$ 333</td>
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<tr>
<td>Completion of transfer-level mathematics and English courses within first academic year of enrollment</td>
<td>$ 880</td>
<td>$ 222</td>
<td>$ 333</td>
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<td>Successful transfer to four-year university</td>
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<td>$ 167</td>
<td>$ 250</td>
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<td>Completion of nine or more CTE units</td>
<td>$ 440</td>
<td>$ 111</td>
<td>$ 167</td>
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<td>Attainment of regional living wage</td>
<td>$ 440</td>
<td>$ 111</td>
<td>$ 167</td>
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Impact of Race/Ethnicity on Wage Gain

Among exiting students, the percentage change in earnings one year before and one year after exiting post-secondary education.

- African American: The median change in earnings among 5,676 students was 43%
- American Indian/Alaska Native: The median change in earnings among 636 students was 33%
- Asian: The median change in earnings among 7,969 students was 60%
- Filipino/a: The median change in earnings among 2,863 students was 57%
- Hispanic: The median change in earnings among 35,857 students was 54%
- Other: The median change in earnings among 4,340 students was 27%
- Pacific Islander: The median change in earnings among 473 students was 36%
- Two or More Races: The median change in earnings among 3,047 students was 70%
- White: The median change in earnings among 35,365 students was 40%
Finally

• CO is moving from a compliance role to a leadership role promoting innovation and iterative design.
• You are the data and research experts!
• How do we work together to identify critical data?
• What additional data do we need?
• What are the best practices to engage decision-makers in the discussion?
Thank you!

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