

Guided Pathways Steering Team meeting notes

Friday, November 17

*I have put the research questions that came up during the discussion in italics (Becky)*

1. DATA – what do we know and what do we need?

Marilyn report on GP KPI's data from the state

Transfer math success rates significantly low

Transfer level English levels now quite as low as math

The success of educational structure as shown with the ADTs vs the AA/AS's

Clear map goal leads to speed/success?

Time to degree is shortened, consistently over all ethnic groups for those getting the more structured ADT's

Lupe: what do these numbers tell us?

*Question: are some groups taking unnecessary units off degree path at higher rates? Why?*

Rene: sets up a goal, we spend time focusing on students that are not college ready, once we get them what they need, are they still going to move faster enough through the program.

Joe: shocking but there are details that we don't see...taking classes elsewhere, they are only taking one class. Maybe these extenuating details pulls the numbers down. *Can we pull out the students from our data who are taking classes somewhere else?*

Marilyn: is getting the line by line record data that will allow for greater manipulation and connection to our database.

Lupe: How do we factor *outcome intent with the data*? And as we do this work, what information does the college need to hear?

Tina: don't be fooled by ADT only data since that is only transfer outcomes

Mark: We need to *consider data by resident and nonresident*

The Intl student is one segment, but many others need to be served.

Rosa: We try to use data to convince people what we want to do. We should pull out a cohort to tell a story. LMC looked at HS grads, and those numbers were even worse. We don't

do a good job of providing structure, students want structure. *We should pull out a cohort of 18-20 year olds first time in college and track their persistence.*

We need to poke holes in the data now, before larger community looks at the data, so we can have some answers ready.

Joe: Find the 11% and survey them. Ask directly what the reasons are for dropping out.

Isaac from the Inquirer: Empirical data is necessary to inform. Hispanics are second largest group of students.

Laurie: If these are key elements, address them early on, and these could create college priorities. We need to figure out where we want to focus early on.

Kris: Data speaks to need of student support early on. Data and focus group information helps us tell our story.

*As we examine student success rates:*

*1) what is blocking them from taking more units,*

*2) what capital is needed to students to get there? And*

*3) how the college can target and provide resources. Targeted student services and support.*

Lupe: Entry definition matters and has different implications

Rachel: 1<sup>st</sup> year completion data jumps out in Eng and Math. Need to publicize acceleration programs and Multiple Measures.

*We should look at cohorts of students who did Statway and Multiple Measure placement to see what happens next to them.*

Anna: Comparison with DeAnza, they have cohorts in the first year – they start with Math 90 and by end of year they will be done with math 142. Quarter system there so we need to condense into 2 semesters. Short term math classes, set up as cohorts.

Lupe: Look to Moorpark to see what they are doing in English (they are the statewide leader)

Rene: College of the Canyons started a co-requisite approach. Eliminated lower levels of math, structure program, guaranteed cohort, success rates increased significantly.

Lupe: If we drill down to *specific cohort*, what would it be?

**17-19** Can we do more work with feeder programs. What is gapping? Can we offer workshops? Encourage them to take one more class?

**Adult** – How do we even define this?

Chris: Department of Ed definitions are: traditional – straight out of HS, non traditional – not straight out of HS

Despina: Do we fold this into FYE?

Rosa: FYE, a set of activities for all students. How can we blend this with Pathways. FYE Project can be a testing ground. One idea – enhance what we currently hav, which is Eng, Counseling Class, Pysch. Add a math. Then second semester – we will get you to 24 units. Package two or three tracks. Psych, STEM, Exploration, and perhaps others/

*Joe: What % of students finish transfer level math after first year and then go on to complete?*

*What does the successful student do, what did they accomplish in the first year?*

Kris: More on data drilling: *number of units attempted in the first year broken out by ethnicity. Do some focus groups to know what will allow those students to do more?*

Rachel: *All students or 1<sup>st</sup> Gen?* Marilyn thinks that is possible to get this data.

Aggregate the data by income level?

Kim: How do we sort out lifelong learner? They are a large group but just different.

Targeted interventions but need to know what are the target groups

PSClaudia: Keep in mind as we do this - what is statistically significant? Small groups, large groups, numbers can be skewed.

## **2. Team Break-out session and report back:**

Are there other data elements that your smaller team would need? We can do research and focus groups but need to know what data to collect.

**Clusters:** Perception is students come in and have no idea of what they want to do. *Question: what percent really don't know what they want to do?* Use focus group: student with 3 or more majors as a data set.

*Question: units to completion – what are common characteristics of high unit students?*

*Question: how many students do we have in each major? And re-grouped by cluster?*

*Question: # FTEF, #FTES, # majors, # degrees. Also sorted out by clusters.*

**Communication:** What are *moments where student need information*? How do they need it? What info is it?

Common communication strategy and protocols?

Where does connection come in? Is there a design team for that?

*Where are 75% of our students coming from?*

**Entry: Team Project Crosswalk**

- **Problem Statement:** Students enrolling late don't get essential Entry tools for success
- **Opportunity Statement:** Develop a new Entry Process that provides new students with the essential tools to be successful and persist.
  - **Goal/Outcome:** Develop Entry Pathways to address the needs of our diverse students and their academic goals
  - Data/Research needs
    - *What services are essential for student success and persistence within a specific path?*
      - *Are students who receive Entry services more successful than those who don't in Year 1?*
    - *What is the course success rate for Math- year 1 (see Becky's Excel data email)- sent, 11/14/17.*
    - *What is the course success rate for English- year 1 (see Becky's Excel data email)- sent, 11/14/17.*
    - *Gender x race disaggregation*
    - *Race x SES disaggregation*
    - *Focus group/pre-post survey of FTE*
    - *CCSSE- Student's academic identity/trust/belonging*
- Goal: Year 1 = 24 guaranteed units (12/12) – move students to College Level Pathways
- Entry- Combination of 3SP, DevEd, and GE courses that will prepare and accelerate first year students to college level courses
- Develop an Entry Team based on functions and outcomes (skill based).
  - Team membership may change based upon where we are in the process of development
    - Develop Integrated Plan approach to each pillar in the pathway

**Entry: Crosswalk of Entry Services 1**

| Students | Application | Orientation | Assessment | Advising - Ed Plan | Career Exploration | FY E | Financial Aide EOPS |
|----------|-------------|-------------|------------|--------------------|--------------------|------|---------------------|
|----------|-------------|-------------|------------|--------------------|--------------------|------|---------------------|

|             |  |  |  |  |  |  |            |
|-------------|--|--|--|--|--|--|------------|
|             |  |  |  |  |  |  | <b>DSS</b> |
| Traditional |  |  |  |  |  |  |            |
| Career      |  |  |  |  |  |  |            |
| Re-Entry    |  |  |  |  |  |  |            |
| Transfer    |  |  |  |  |  |  |            |
| Skill-Based |  |  |  |  |  |  |            |
| Other?      |  |  |  |  |  |  |            |

**Entry: Crosswalk of Entry Services 2**

| <b>Students</b> | <b>IT Needs</b> | <b>Other 3SP Services</b> | <b>Staff</b> | <b>Budget</b> | <b>Initiatives</b> | <b>Outcome:<br/>New Entry<br/>Process</b> |
|-----------------|-----------------|---------------------------|--------------|---------------|--------------------|---|
| Traditional     |                 |                           |              |               |                    |   |
| Career          |                 |                           |              |               |                    |   |
| Re-Entry        |                 |                           |              |               |                    |   |
| Transfer        |                 |                           |              |               |                    |   |
| Other?          |                 |                           |              |               |                    |   |

**Entry: Crosswalk Student Success- Academic Courses**

| <b>Students</b> | <b>Accelerated Math</b> | <b>Accelerated English</b> | <b>Student Support Courses</b> | <b>GE Transfer Courses</b> | <b>Outcome:<br/>New Entry<br/>Process</b> |
|-----------------|-------------------------|----------------------------|--------------------------------|----------------------------|---|
| Traditional     |                         |                            |                                |                            |   |
| Career          |                         |                            |                                |                            |   |
| Re-Entry        |                         |                            |                                |                            |   |
| Transfer        |                         |                            |                                |                            |   |
| Other?          |                         |                            |                                |                            |   |

**Student Support Team**

Adding members to the team in a thoughtful way.  
 Monthly meeting with other team co-chairs. Tuesday 4 pm?

Structure research and future projects for team and committee members.

**Projects:**

***Research** looking at EOPS, FYE, PACE and why it was successful or not for students in and no longer in the program.*

***From there** – feed a student survey for needed/desired services for success*

***Focus group of faculty** – If money was not an object, how would you support your students?*

**Plan meeting for 12/1/17 – 12 – 1pm HSF**

- broad stroke of overall plan
- to brain storm for projects. For example: Data on Students using services
- solidify spring meetings Doodle Poll for dates for the committee members.

Updated: 11/17/2017