California Community Colleges

Guided Pathways Dashboard

Fall 2021 Release Webinar

December 10th, 2021

Bitly link for PPT: http://bit.ly/LBGP-121021

Let’s find out who is joining us today

Objectives

By the end of this webinar, participants will understand:

- The importance of Guided Pathways Dashboard as a **continuous improvement tool** within Guided Pathways Efforts
- **Updates** included in the most recent release of the dashboard
- How to use the Guided Pathways Dashboard to **improve key progress and momentum outcomes** during students' first year on campuses
- When to use data from **Guided Pathways and Student Success Metrics Cohort View** in your improvement efforts

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Agenda

- Welcome
- Purpose & Value of the Dashboard
- Updates in the Current Release
- Live Demo
- Additional Tool: Student Success Metrics Cohort View

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Welcome

Marty Alvarado

Executive Vice Chancellor

Educational Services and Support

California Community Colleges Chancellor’s Office

Guided Pathways Framework

Currently, there are several community college structures, policies, and practices that create impediments to students achieving their desired goals and outcomes.

Guided pathways provides a framework for structural reform, for the entire institution, that is focused on evidence-based changes that eliminate known friction points for student progress.

Guided Pathways Model

FOUR PILLARS

Clarify the Path

Create clear curricular pathways to employment and further education

Enter the Path

Help students choose and enter their pathway

Stay on the Path

Help students stay on their path

Ensure Learning

Follow through and ensure that better practices are providing improved student results

These are the four pillars of Guided Pathways. We will explore each in more detail in the following sections.

2021-22 PRIORITIES

Strengthen our focus on equity & dismantling structural racism

Focus on data and the GP Key Performance Indicators (KPIs)

Connect reforms, initiatives, and structures to the Guided Pathways framework & priorities

Support & Strengthen Teaching and Learning

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The Purpose

Identify successes and inform improvements related to students' first year

The Guided Pathways Dashboard provides data on students' early momentum

Provides information on first-time students' progress with first-year momentum points for evaluating college redesign efforts

What: Information about first-time students' progression within their first year

When: Data from 2011-2012 to 2019-2020

Who: First-time non-special admit credit students who started in the fall term of the selected year, including:

- Those who enrolled in the preceding summer intersession
- Those who previously earned concurrent enrollment credit

Why: Explore the impact of guided pathways efforts on improving student outcomes and reducing inequities

Continuous Improvement

Are Guided Pathways reforms improving student outcomes in their first year on campus? Where should we focus efforts?

- Understand students' journey through their first year across key points of momentum
- Measure changes that correspond with Guided Pathway efforts aimed at students' first year
- Identify practices that are improving outcomes
- Identify inequities

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The Guided Pathways Dashboard provides data on students' early momentum

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The information in the Guided Pathways Dashboard offers insight on whether efforts related to **onboarding, wraparound supports, ensuring learning,** and **redesigning development education** are making an impact

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Leading indicators enable course correction

Leading indicators of change: Enrollment, course success, full-time status, unit thresholds

- Critical first steps on the journey to completion, transfer, and employment
- Possible to measure these indicators on a yearly basis, allowing for more iteration and continuous improvement

Lagging indicators of change: Completion, transfer, and employment

- Critical to understand whether our reform efforts are improving student outcomes
- It takes multiple years to measure these outcomes – which means we miss out on opportunities to make changes and improvements **now**

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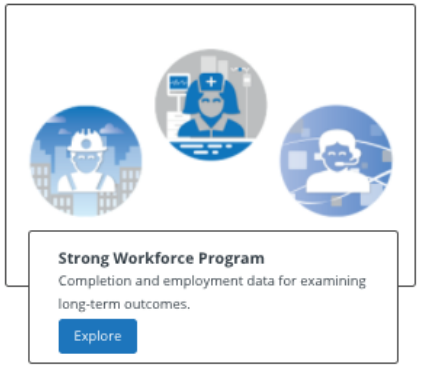
The Value

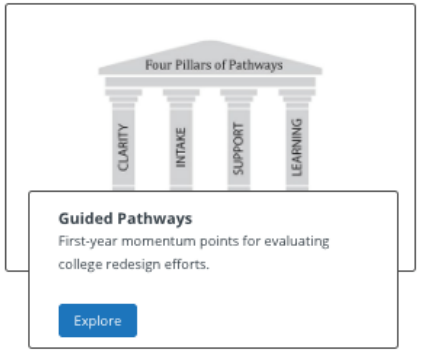
Using the dashboard to improve student outcomes as part of Guided Pathway Efforts

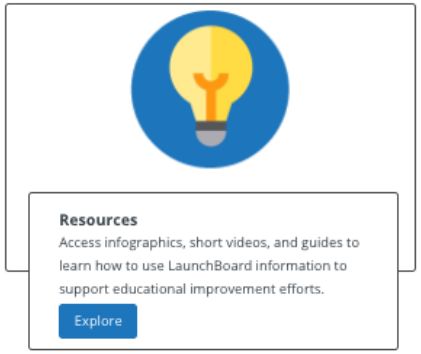
Why the LaunchBoard?

California Community Colleges | LaunchBoard

The LaunchBoard, a statewide data system supported by the California Community Colleges Chancellor's Office and hosted by Cal-PASS Plus, provides data on progress, success, employment, and earnings outcomes for California community college students. Find out more about the LaunchBoard dashboards here.







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Dashboards in the LaunchBoard

Guided Pathways—provides a cohort view of first-time students' progress with first-year momentum points for evaluating college redesign efforts.

Student Success Metrics—showcases student progression along various educational journeys, from recruitment to completion, transfer and the workforce.

Community College Pipeline—is the most comprehensive dashboard, offering views of students at the industry sector and program level.

Strong Workforce Program—displays data for CTE students on all CTE programs, industry sectors and individual programs (using the six-digit Taxonomy of Program code).

Adult Education Pipeline—displays data for K-12 adult education and community college noncredit student journeys, including progress, transition, completion and workforce outcomes.

Why the LaunchBoard?

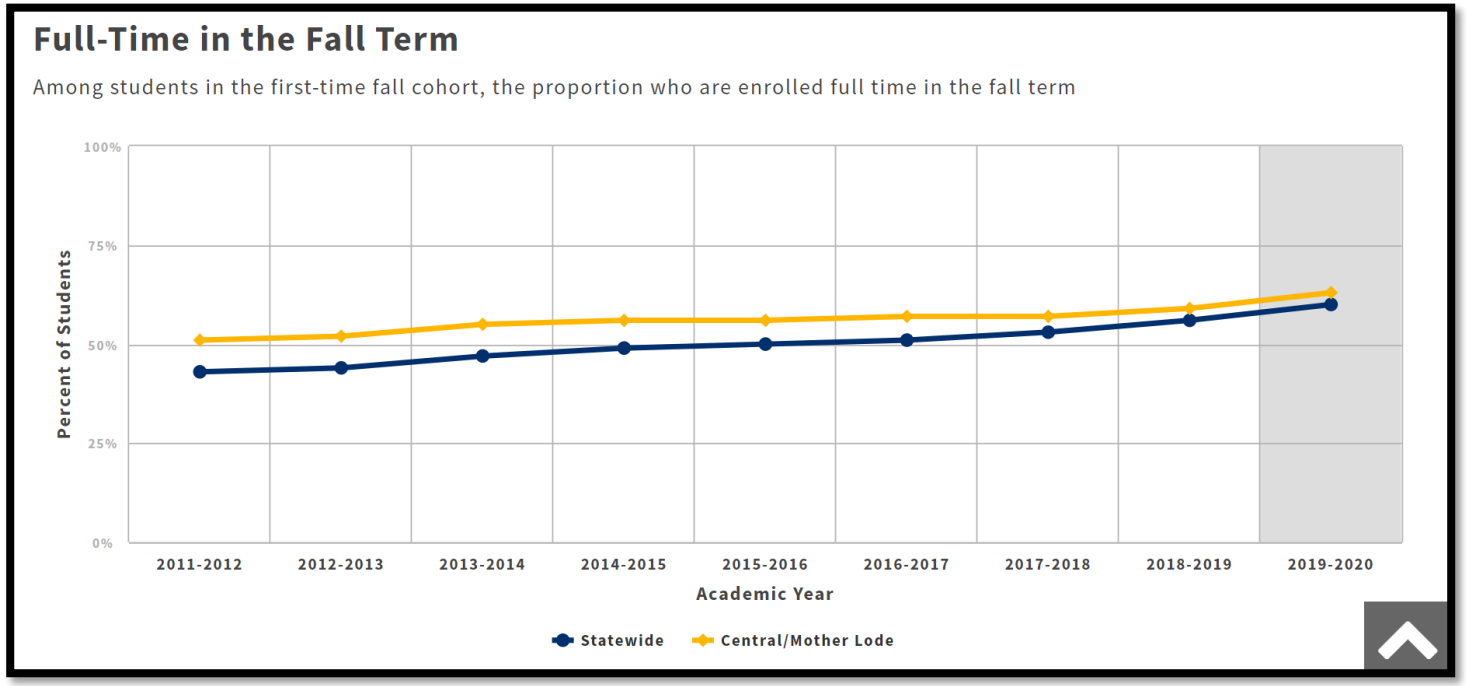
The **Guided Pathways Dashboard** offers unique information to support success of students during their first year taking credit courses

- Explore how a **cohort** of first-time credit students are doing at attaining **KEY progress and momentum** metric outcomes
- Drill down on any metric by **demographics or economically disadvantaged status**
- **Limited number** of metrics displayed with definitions **aligned** to those in the Student Success Metrics and other LaunchBoard dashboards

Why the LaunchBoard?

Unique functionality to inform analysis and inquiry:

- Data included from 2011-12 to most current year available
- Comparisons and benchmarking
- Disaggregations
- Display by college, district, microregion, macroregion and statewide



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What Metrics are Included?

Quick review of first year progress and momentum metrics

The Guided Pathways Dashboard provides data on students' early momentum

Student Type

- Students in the First Time Cohort

Learning Progress

- Course Success Rate
- Completed Both Transfer-Level Math and English
- Completed Transfer-Level Math
- Completed Transfer-Level English

Momentum

- Retained Fall to Spring at the Same College
- Full-Time in the Fall Term
- Successfully Completed Unit Thresholds in Fall Term
- Full time in Selected Year
- Successfully Completed Semester Unit Thresholds in Selected Year

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Guided Pathway Student Cohort

First-time non-special admit credit students who started in the **fall term** of the selected year, including:

- Those who enrolled in the preceding summer intersession
- Those who previously earned concurrent enrollment credit

For more information, see the technical definition in the Metric Definition Dictionary at: https://www.calpassplus.org/Launchboard/Guided-Pathways-MDD?metric=GP122FC

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Learning Progress

- Course Success Rate
  - Aligned with Datamart
  - Denominator excludes “EW” or Excused Withdrawal grades. With onset of COVID in Spring 2020, many students received “EW” grades. Therefore, rates displayed are often higher in 2019-20 than in previous years.
- Completed Both Transfer-Level Math and English
  - Aligned with Student Centered Funding Formula
- Completed Transfer-Level Math
- Completed Transfer-Level

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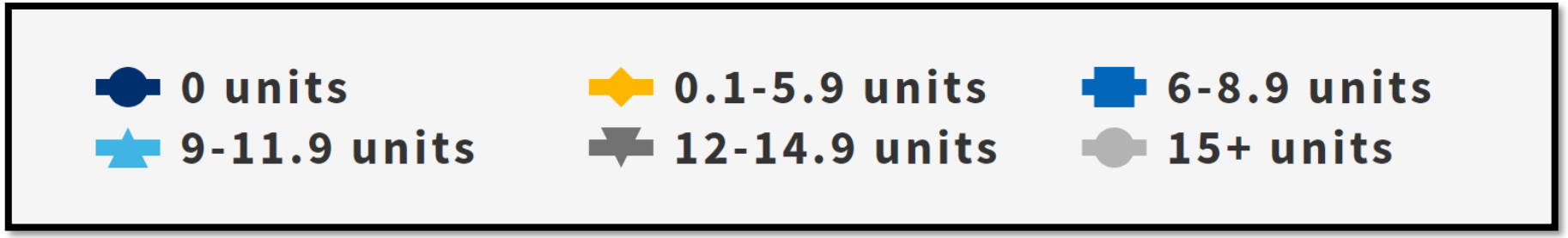
Momentum

- Retained Fall To Spring
- Full Time in Fall Term
  - Attempted 12 or more units at the selected college or district or micro/macro or statewide (depending on selection) in the fall term
- Successfully Completed Unit Thresholds in Fall Term
- Full Time in the Selected Year
  - Attempted 12 or more units at the selected college or district or micro/macro or statewide (depending on selection) in all primary terms
- Successfully Completed Unit Thresholds in the Selected Year



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The Updates

New metrics and changes in the most recent release

New Section: Metrics Under Development

Student Type | Learning Progress | Momentum | **Metrics Under Development**

- **New Completed Transfer Level Math and English (Expanded View)**
- **New Completed Transfer Level Math (Expanded View)**
- **New Completed Transfer Level English (Expanded View)**

For any comments or questions: please email launchboard@cccco.edu

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New: Completed TL Math & English (Expanded)

Definition	Version of metrics aligned with SCFF on GP	Metrics Under Development on GP	Implications
Credit ESL	All students must complete in the selected year	Credit ESL students have 3 full years to complete both math & English from their first term of credit enrollment in the district	Since credit ESL students have 3 full years to complete, **more students will complete. Values are only displayed** for years where the timeframe is complete for students to meet metric outcome
New MIS Data Elements	Only transfer-level courses coded on one math TOP code and two English TOP codes are included	In addition to transfer-level courses on those TOP codes, courses on any TOP code flagged with CB25, excluding those flagged as support courses with CB26, are included	Since more courses on any TOP code fulfilling general education requirements for English composition and math/quantitative reasoning that are not support courses will be included, **more students will complete**

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Links to: **CB25 Course General Education Status** and **CB26 Course Support Course Status**

Revisions to the Definitions

First-Time Cohort

- Definition updated to align to the new SSM cohort definition
- Students now must be minimally enrolled with 0.5 credit units attempted at the selected college in the selected year
- Students with Excused Withdrawals (EW) or Military Withdrawals (MW) in ALL credit courses in their first fall term are excluded
- Students found enrolled in any other postsecondary when 18+ are excluded

Completed TL Math & English (Aligned with SCFF)

- New MIS data element, SXD2 Enrollment-Credit-Status, included in the denominator to more closely align with SCFF

Revisions to the Definitions

Retained Fall to Spring

- Restrictions to exclude students who earned awards or who transferred have been removed for better alignment with a similar metric on the SSM cohort view

Successfully Completed Unit Thresholds in Fall and in the Selected Year

- **Unit Thresholds in Fall**: Colleges on the quarter system now have the same unit groupings as colleges on the semester system
- **Unit Thresholds in Fall:** Students enrolled only in Winter or Spring at the selected college will not be included if that student does not have a fall enrollment at that college
- **Unit Thresholds in the Selected Year**: Colleges will be credited for all units that their students earned in a selected year at all colleges that they attended

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For more information, please see the **Changes in Definitions** on the GP dashboard

Resources

- Click Here to View Resources

Click here to find out more about the data in the Guided Pathways Dashboard

- Changes in Definitions on GP Nov 2021
- Interested in how the data is calculated? See the Metric Definition Dictionary
- Interested in comparing the cohort views in Guided Pathways and in Student Success Metrics: Understanding Differences Between GP and SSM Cohort Views
- Download this document to see which colleges are assigned to each region

The Value

Two ways to use the Guided Pathway Dashboard in reform efforts

Guided Pathway Reforms

Scenario

You are a Guided Pathways lead on your campus, and you want to understand whether efforts to provide holistic supports are improving students' momentum through their educational journey

Question

To what extent are students progressing during their first year?

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Identify and Address Inequities

Scenario

You are Guided Pathways lead at a campus designing a new Student Success Coaches program with the goal of addressing inequities on campus

Question

What inequities exist in students' learning progress?

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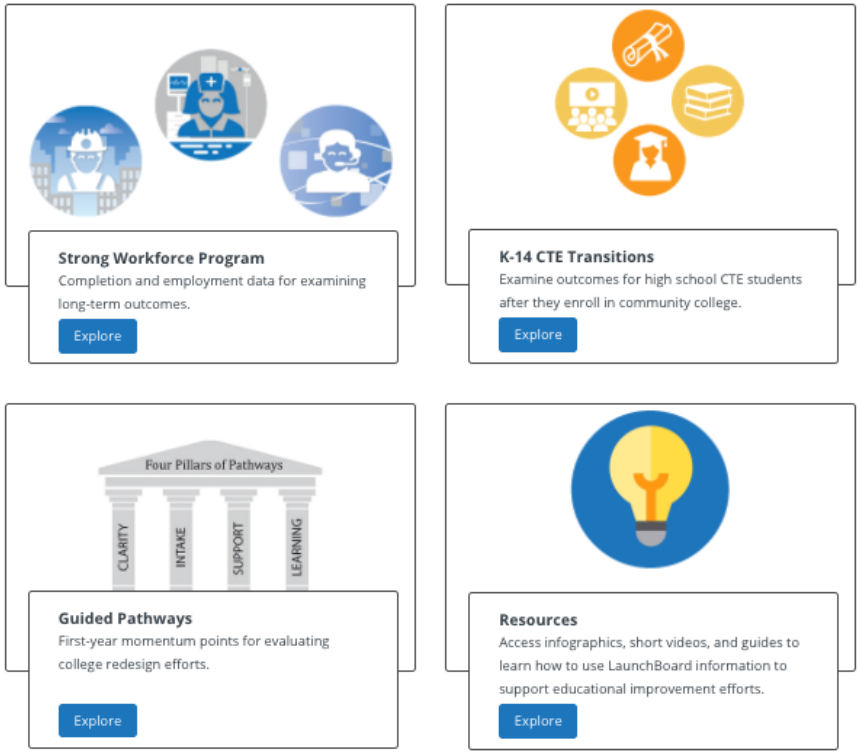
The Value

Live Demo

https://www.calpassplus.org/LaunchBoard/GuidedPathways.aspx

Overview of LaunchBoard



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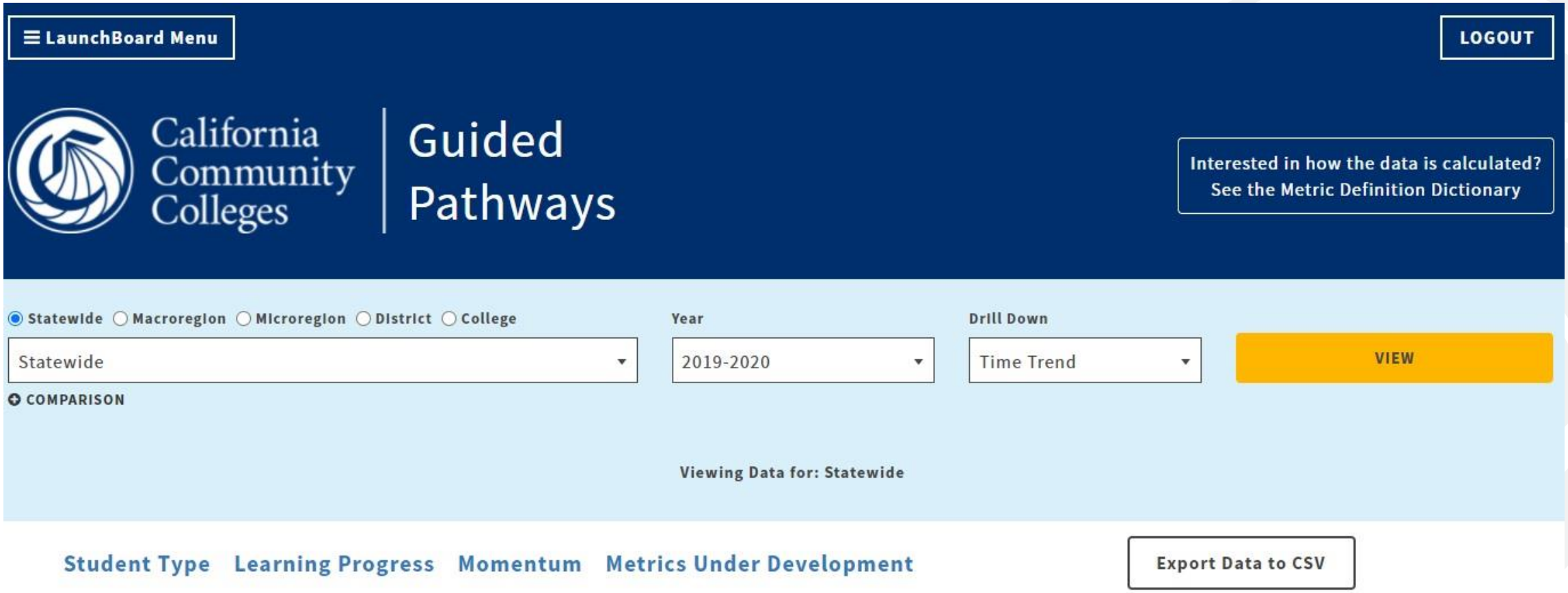

Guided Pathway Reforms

Scenario

You are a Guided Pathways lead on your campus, and you want to understand whether efforts to provide wholistic supports are improving students' outcomes

Question

To what extent are students progressing during their first year?

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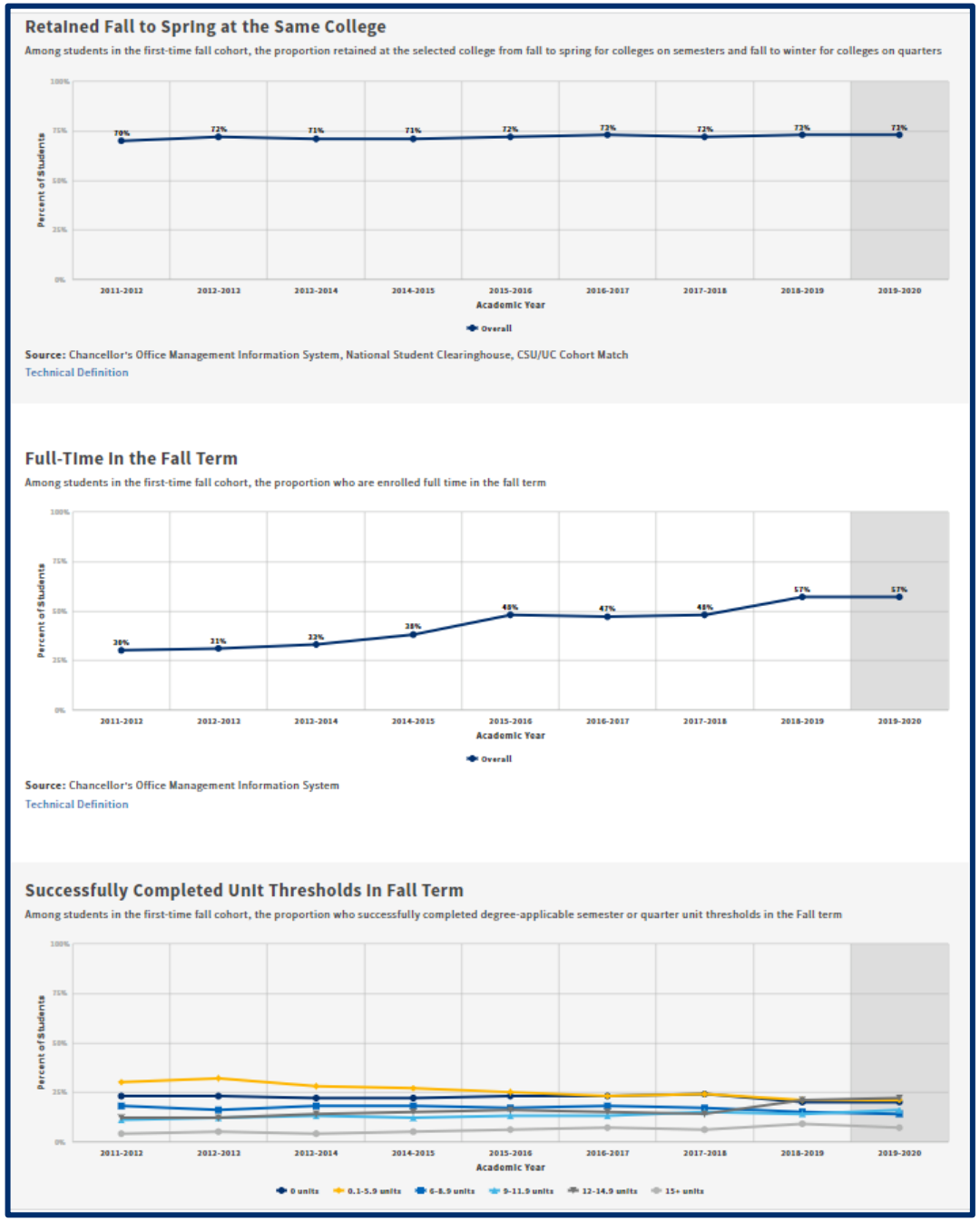
Indicators of successful momentum

Helpful indicators:

- Fall to Spring Retention
- Full-time
- Completing Unit Thresholds



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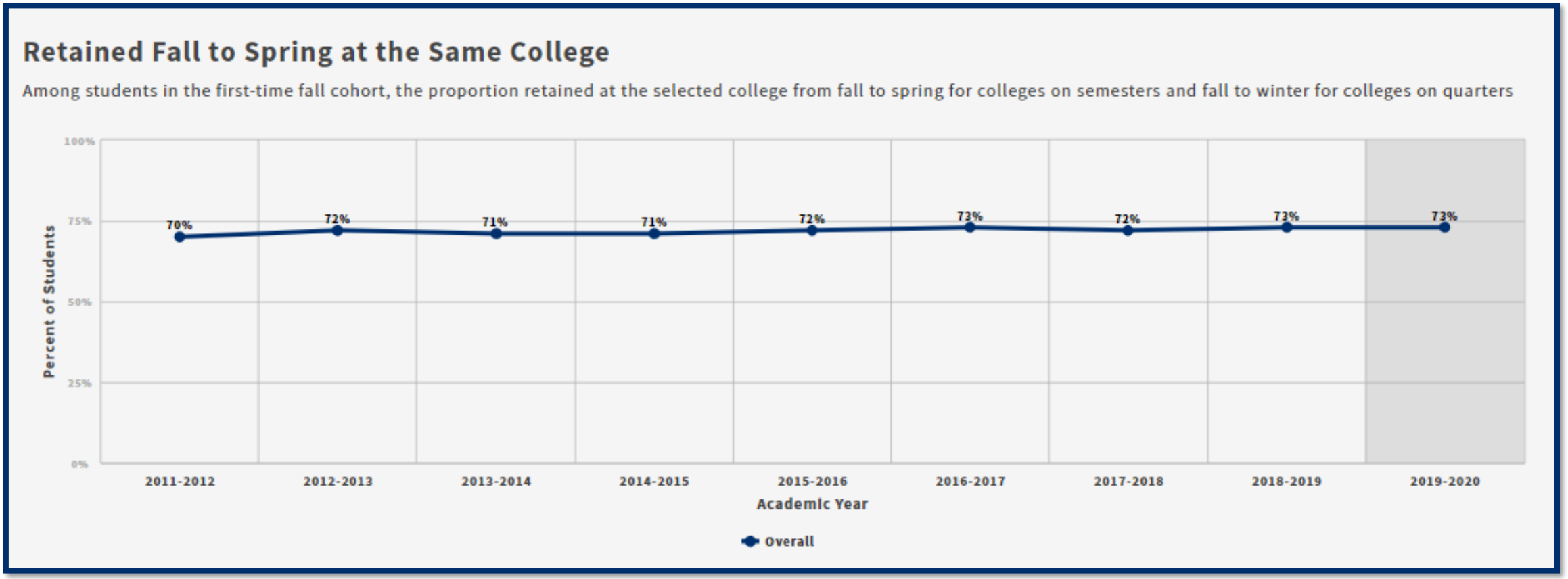
Indicators of successful momentum: Retained Fall to Spring



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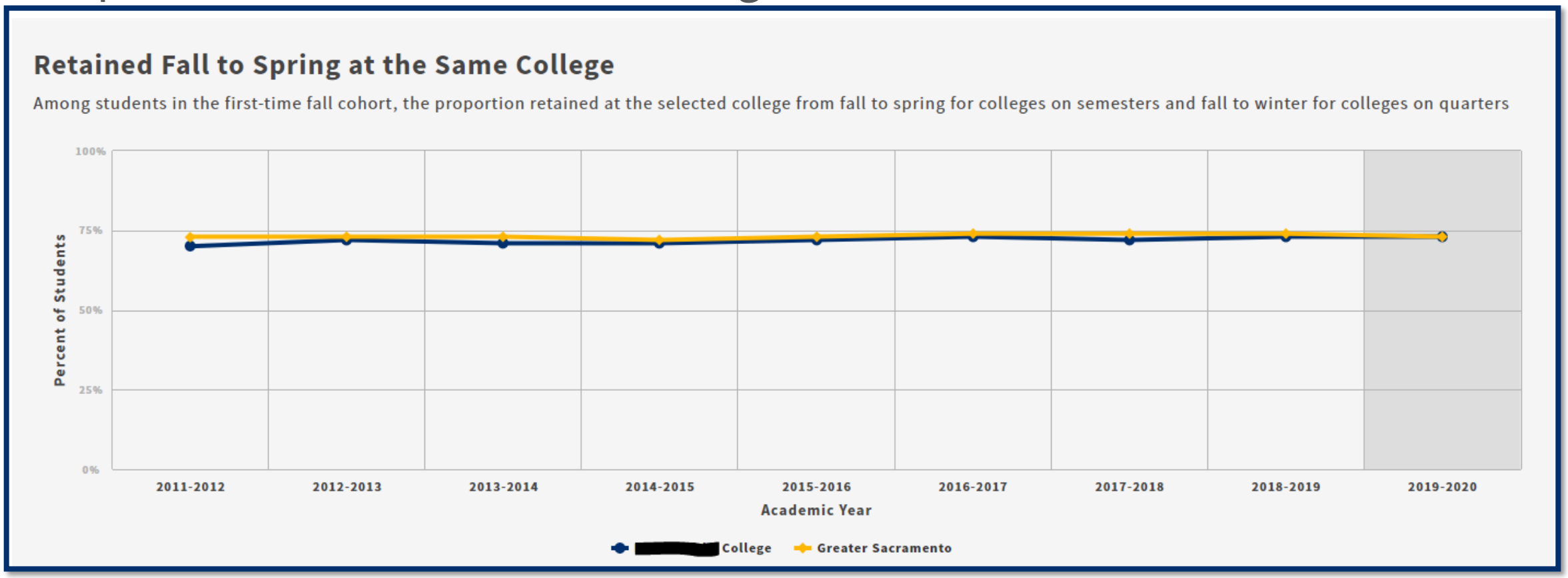
Use comparisons to contextualize

Compare to outcomes across the region and state



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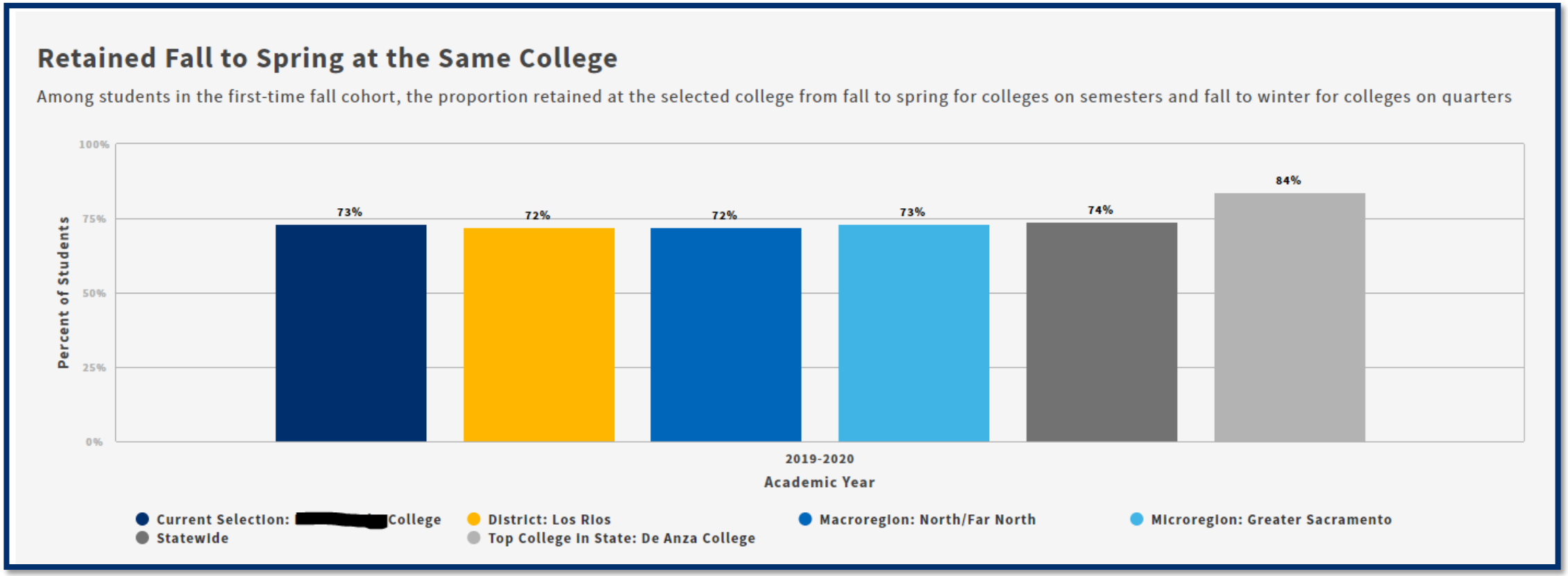
Learn from the strongest performers

Use benchmarking feature to identify colleges with strong results



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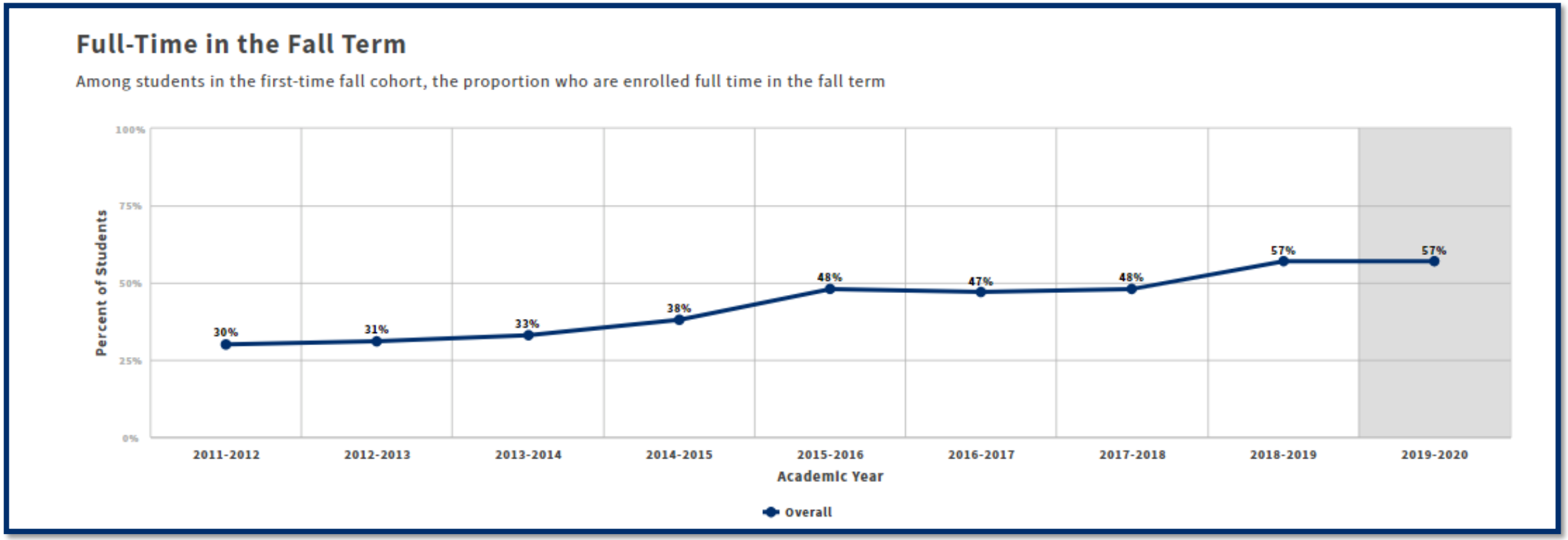
Indicators of successful momentum: Full Time in Fall



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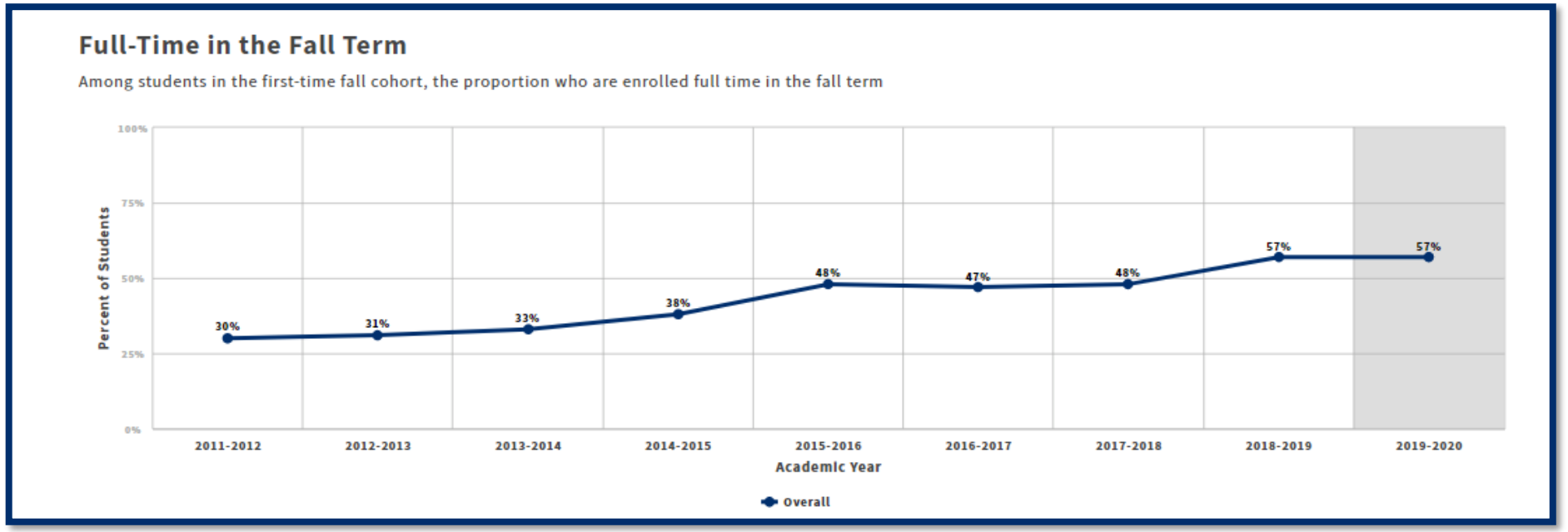
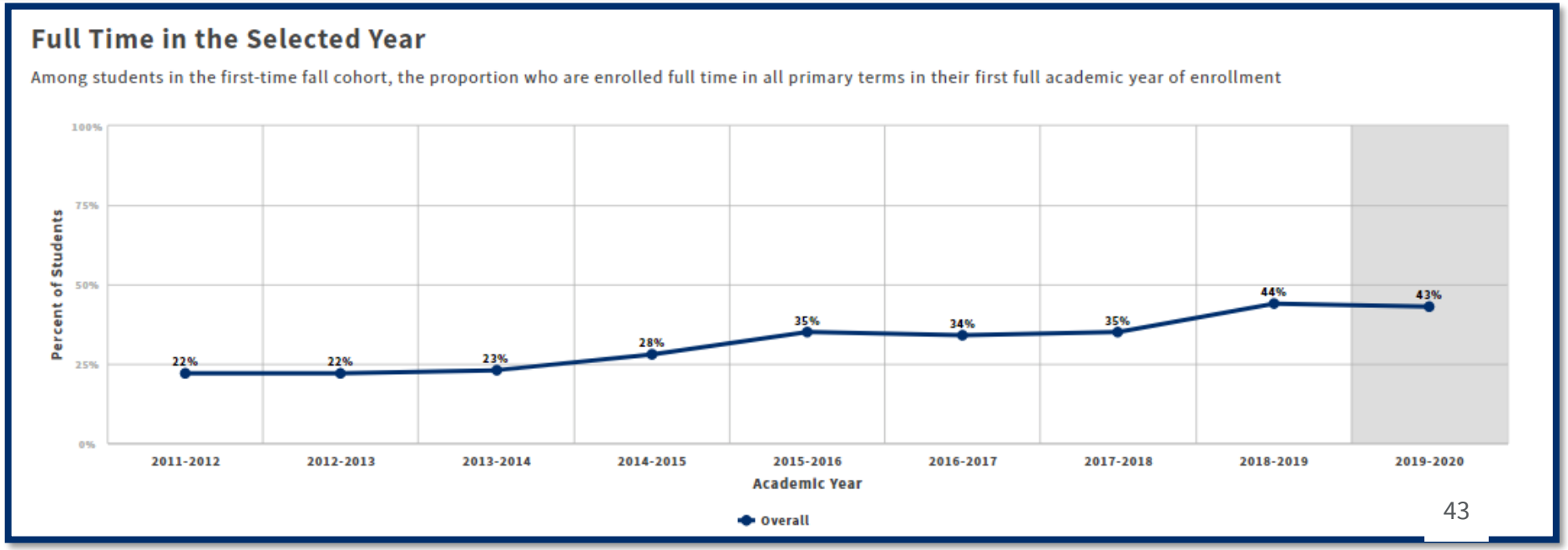
Indicators of successful momentum

Full Time in the Fall Term and Full Time in the Selected Year





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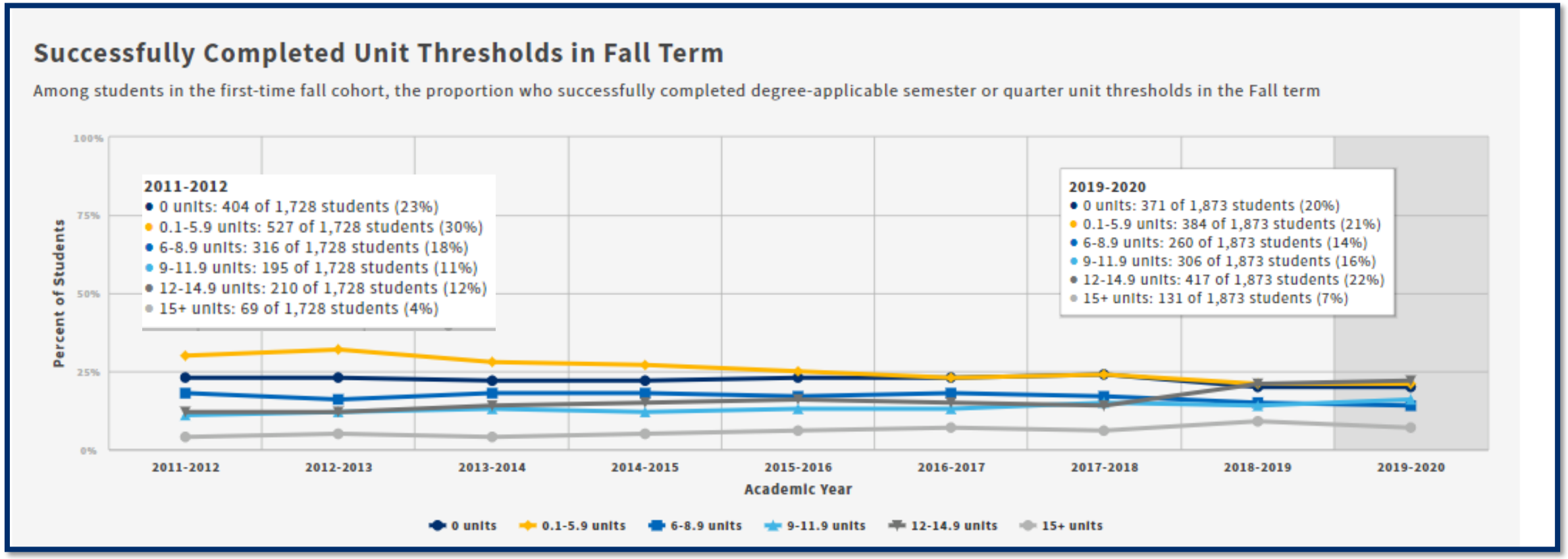
Indicators of successful momentum: Successfully Completed Unit Thresholds in Fall



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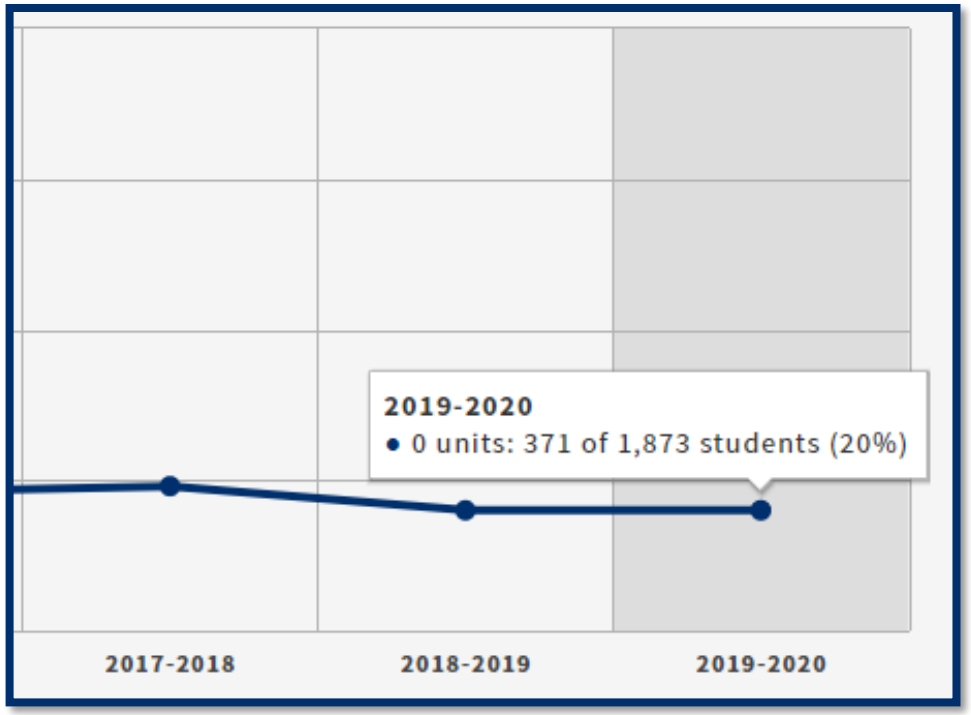
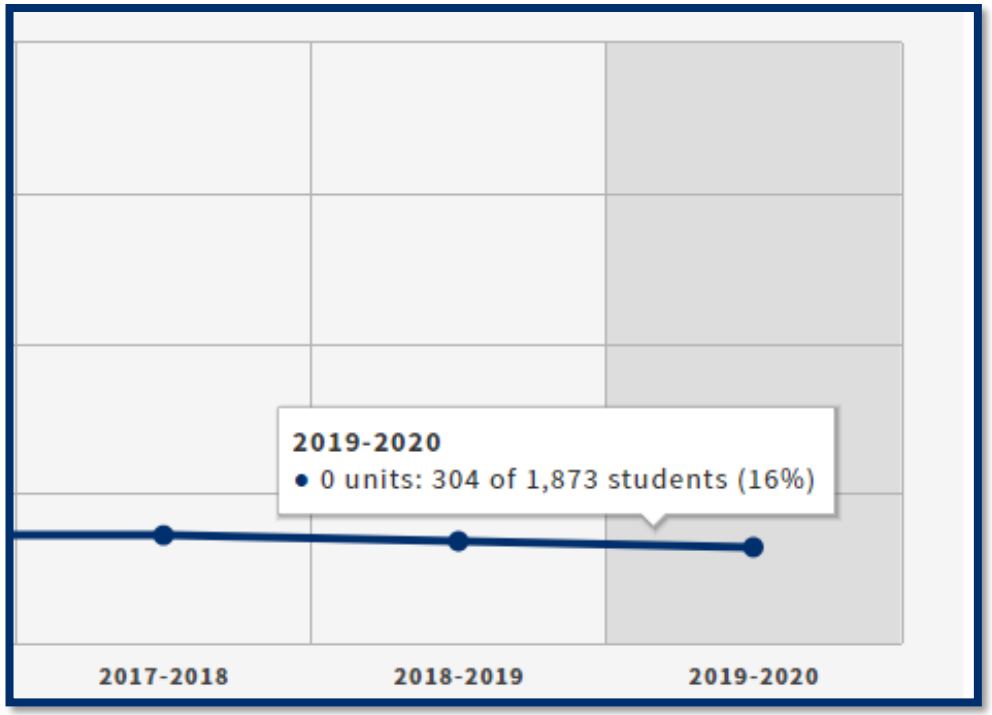
Indicators of successful momentum

Unit thresholds to understand how many students are (1) reaching 15 units a term and/or (2) not accumulating credits during their time

Successfully Completed Semester Unit Thresholds in Fall Term



Successfully Completed Semester Unit Thresholds in the Selected Year



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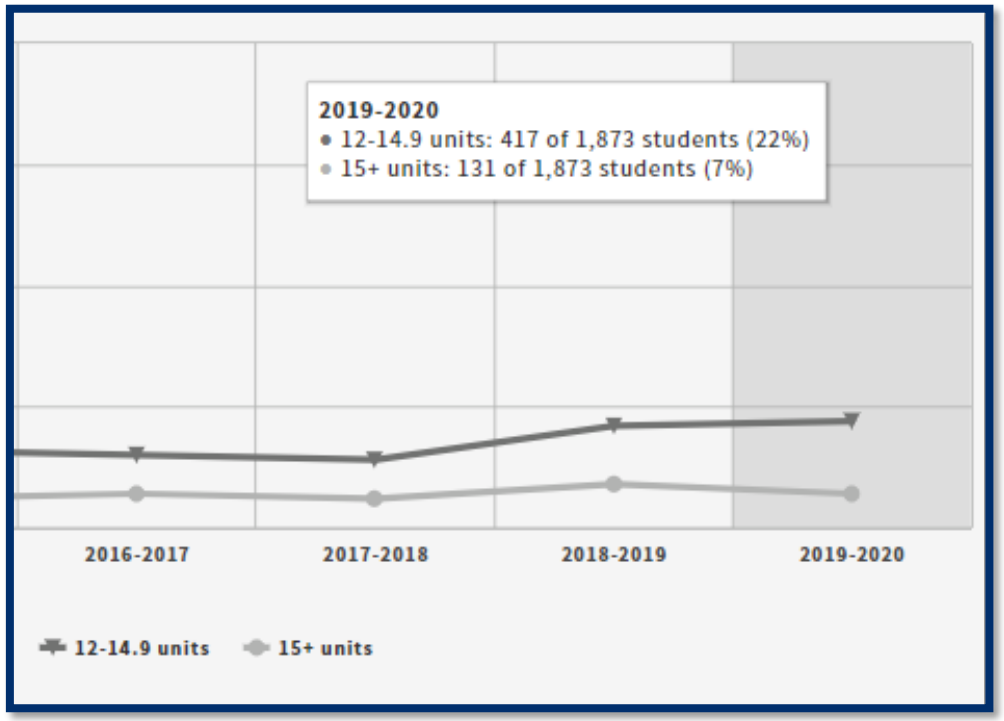

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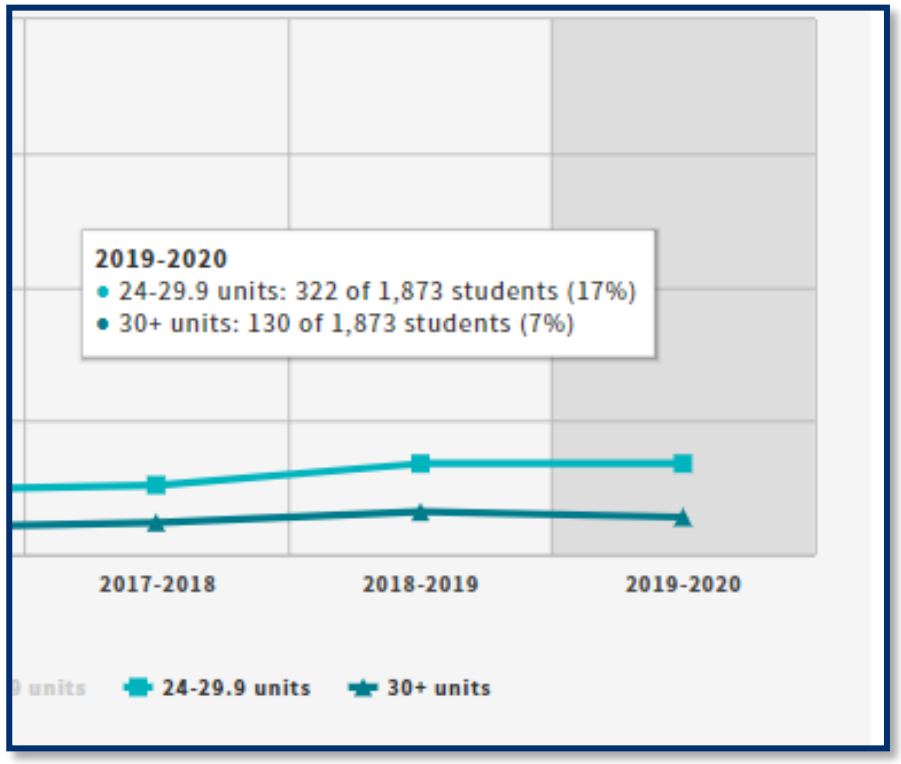

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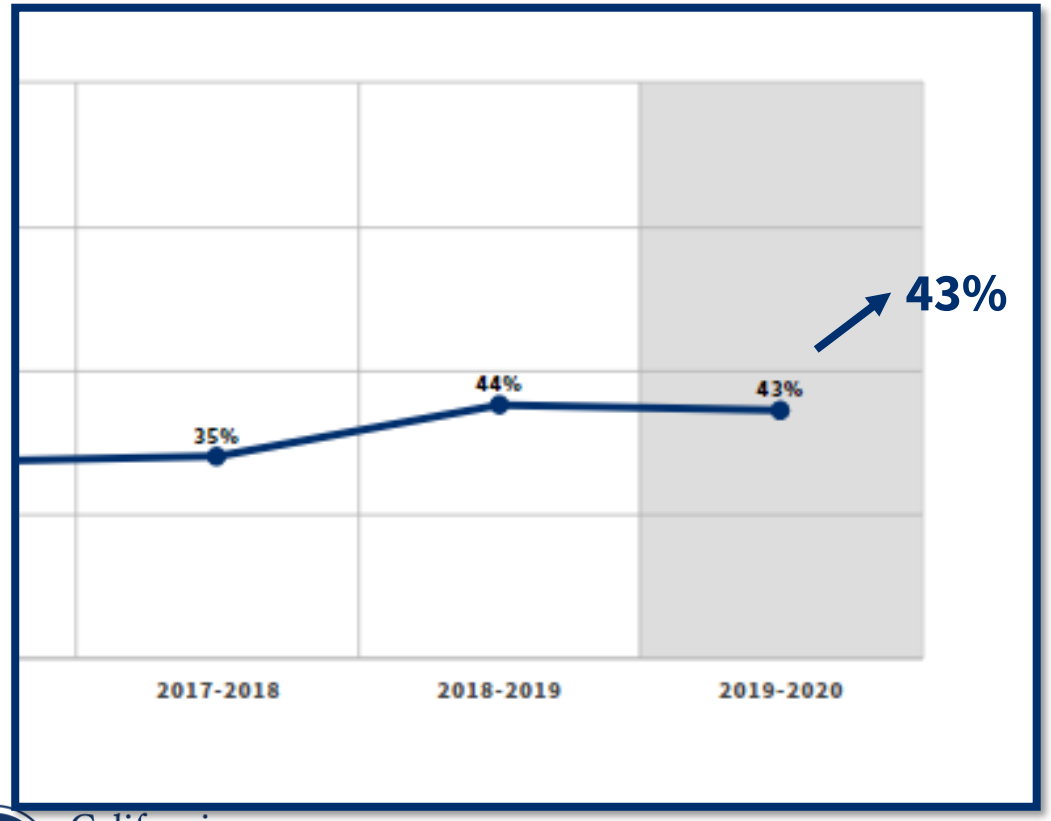
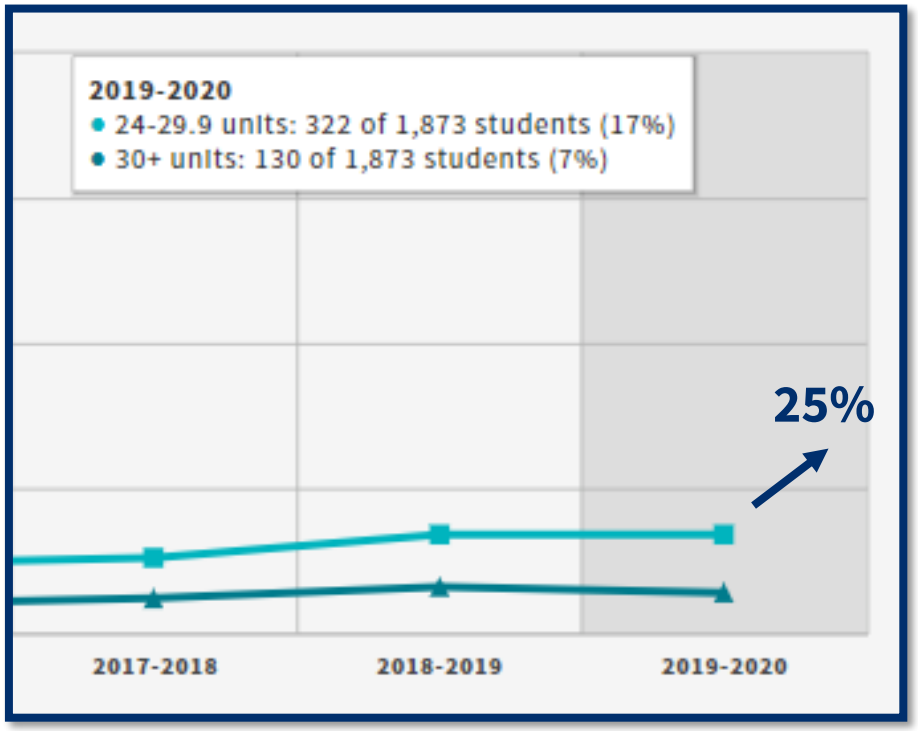
Indicators of successful momentum

Compare full-time status and unit thresholders

% of students who full-time for the year



% of students who completed at least 24 units a year



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Identify and Address Inequities

Scenario

You are Guided Pathways lead at a campus designing a new Student Success Coaches program with the goal of addressing inequities on campus

Question

What inequities exist in students' learning progress?

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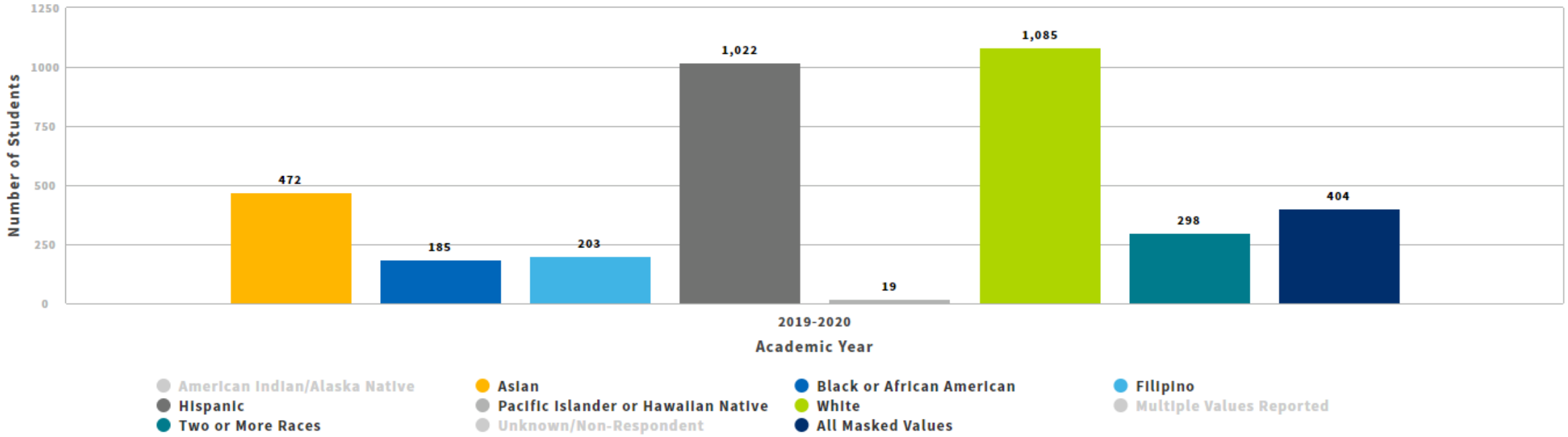
How does learning progress vary based on race/ethnicity?

Students in the First Time Cohort

The number of first-time non-special admit credit students who started in the fall term of the selected year including those who enrolled in the summer intersession immediately before or had previously earned concurrent enrollment credit



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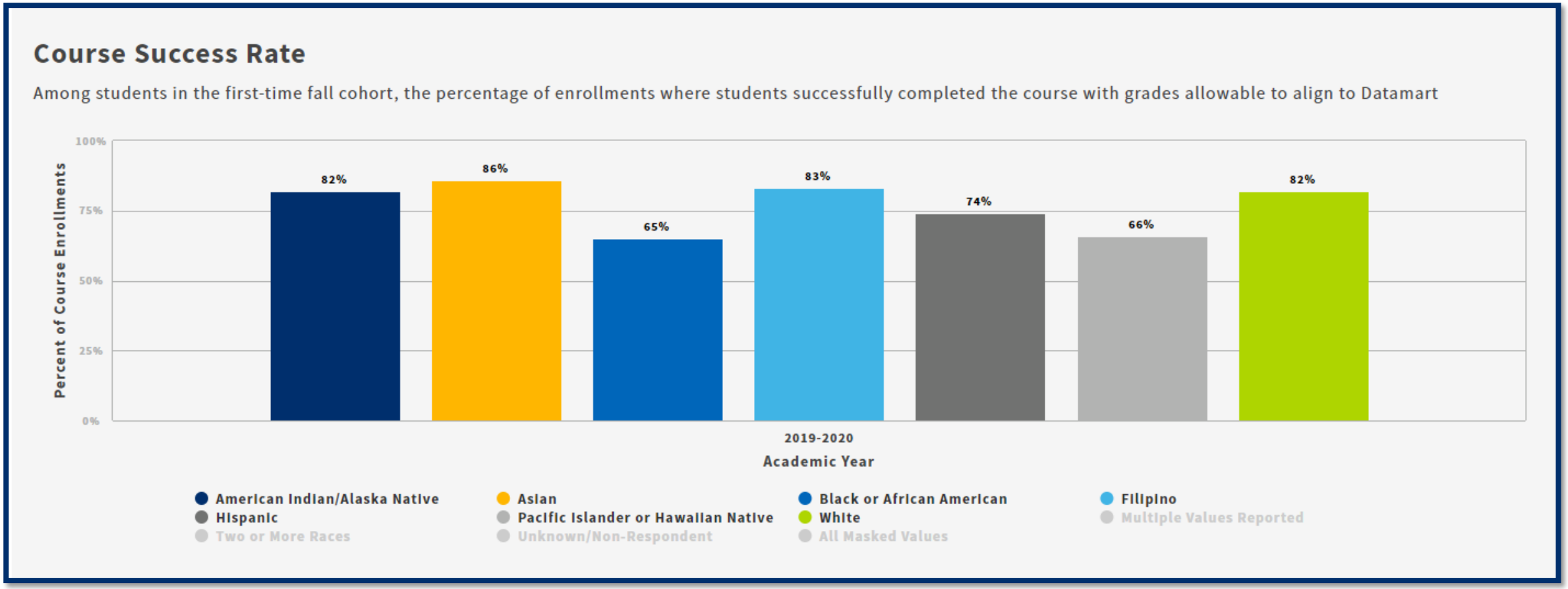
How does learning progress vary based on race/ethnicity?



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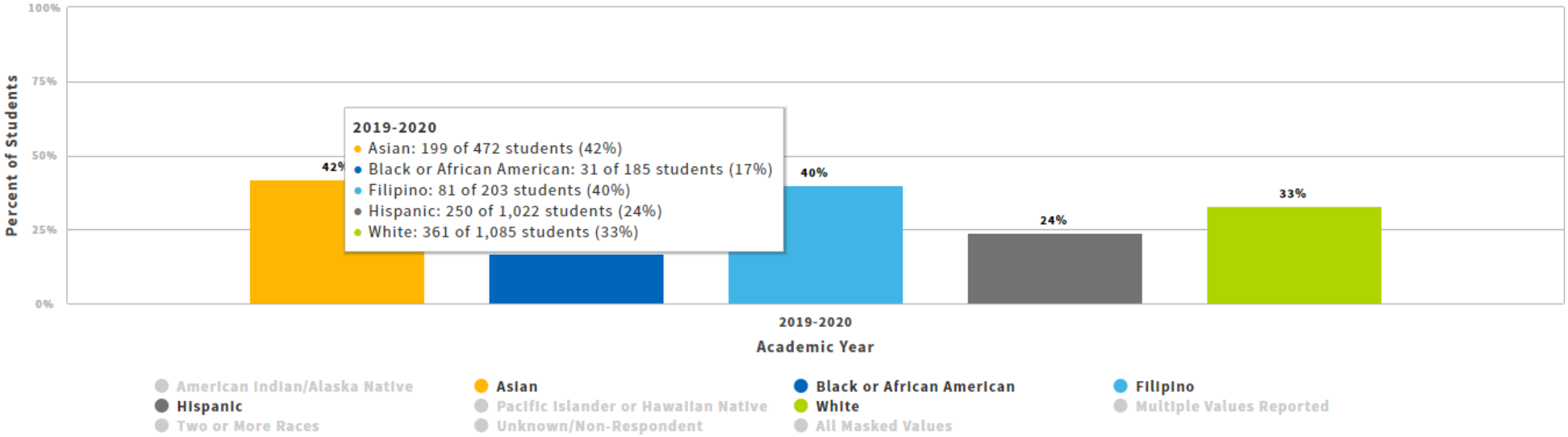
How does learning progress vary based on race/ethnicity?

Completed Both Transfer-Level Math and English

Among students in the first-time fall cohort, the proportion who completed both transfer-level math and English in their first academic year of credit enrollment within the district



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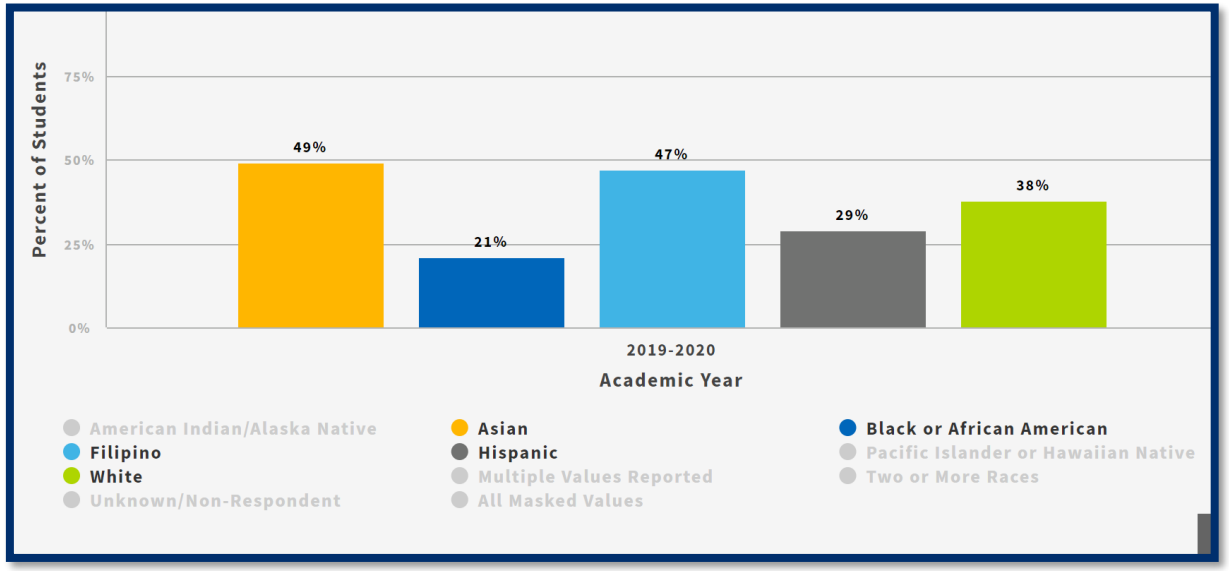
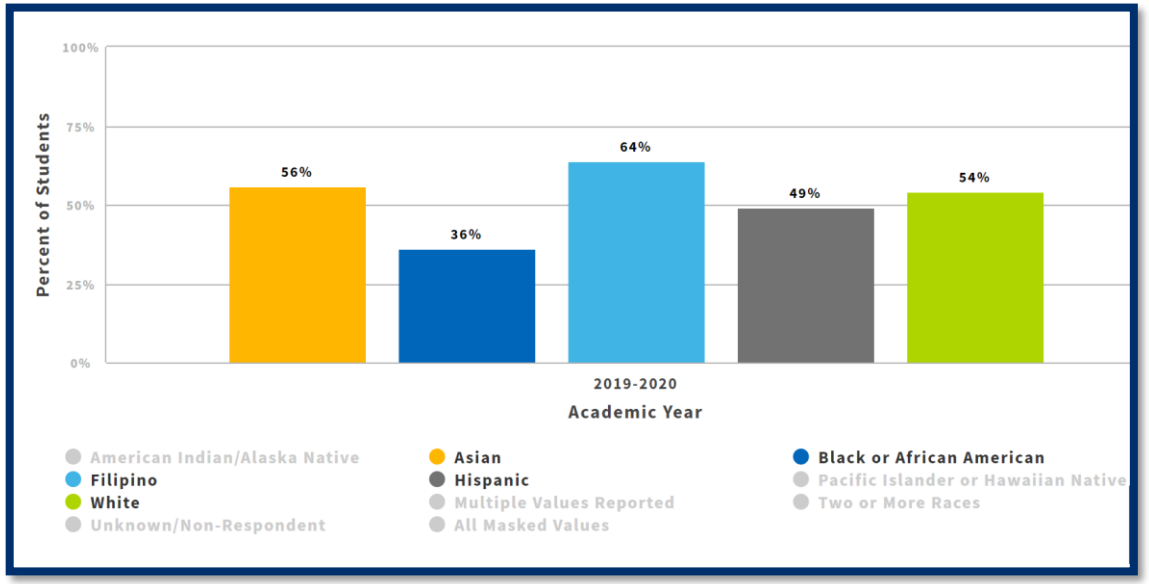
How does learning progress vary based on race/ethnicity?

Completed math



Completed English



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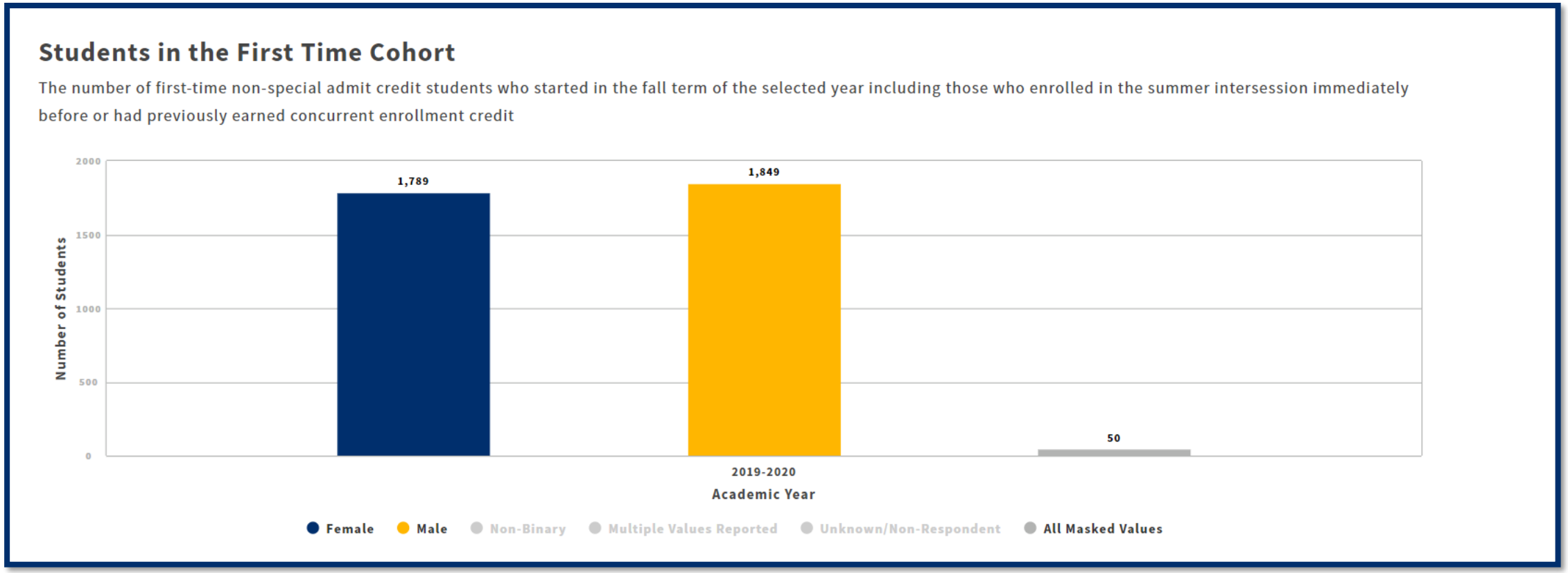
How does learning progress vary based on gender?



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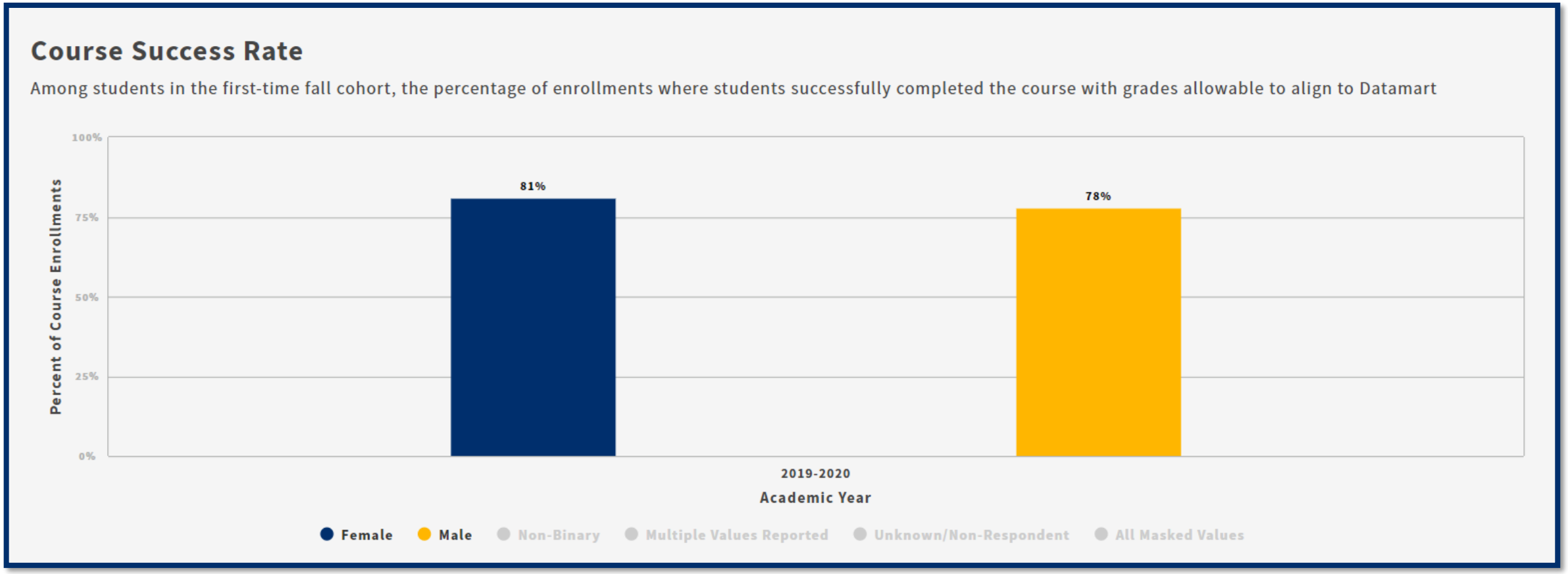
How does learning progress vary based on gender?



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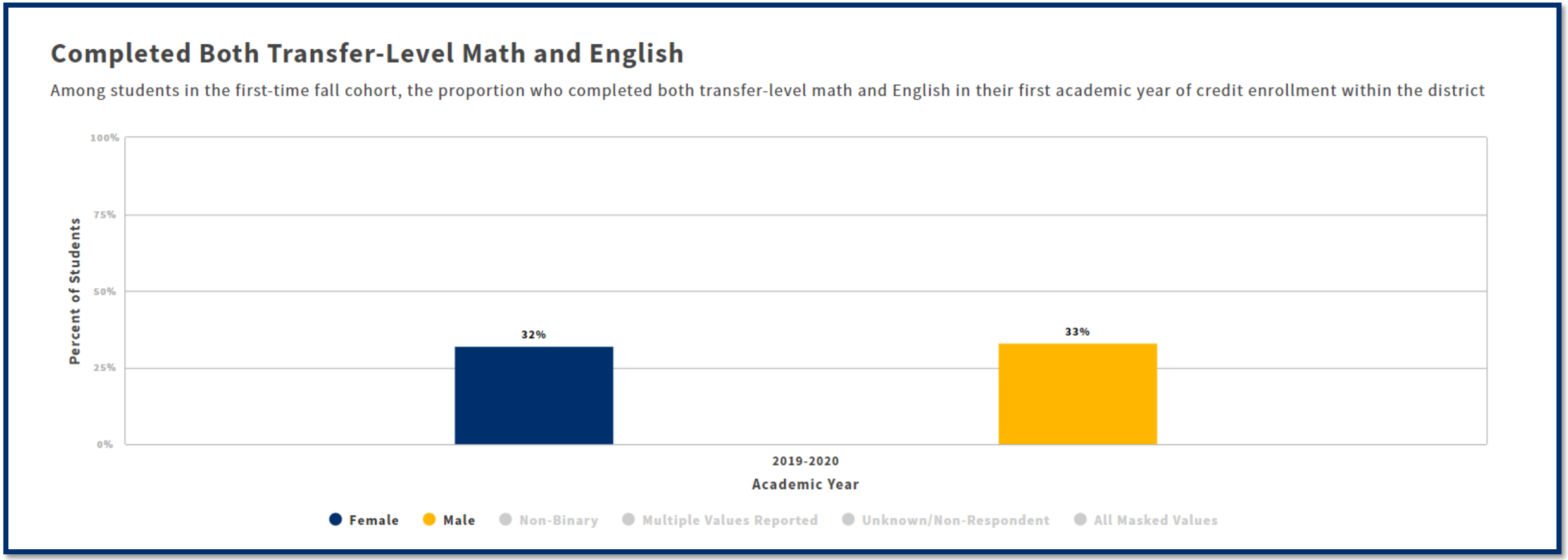
How does learning progress vary based on gender?



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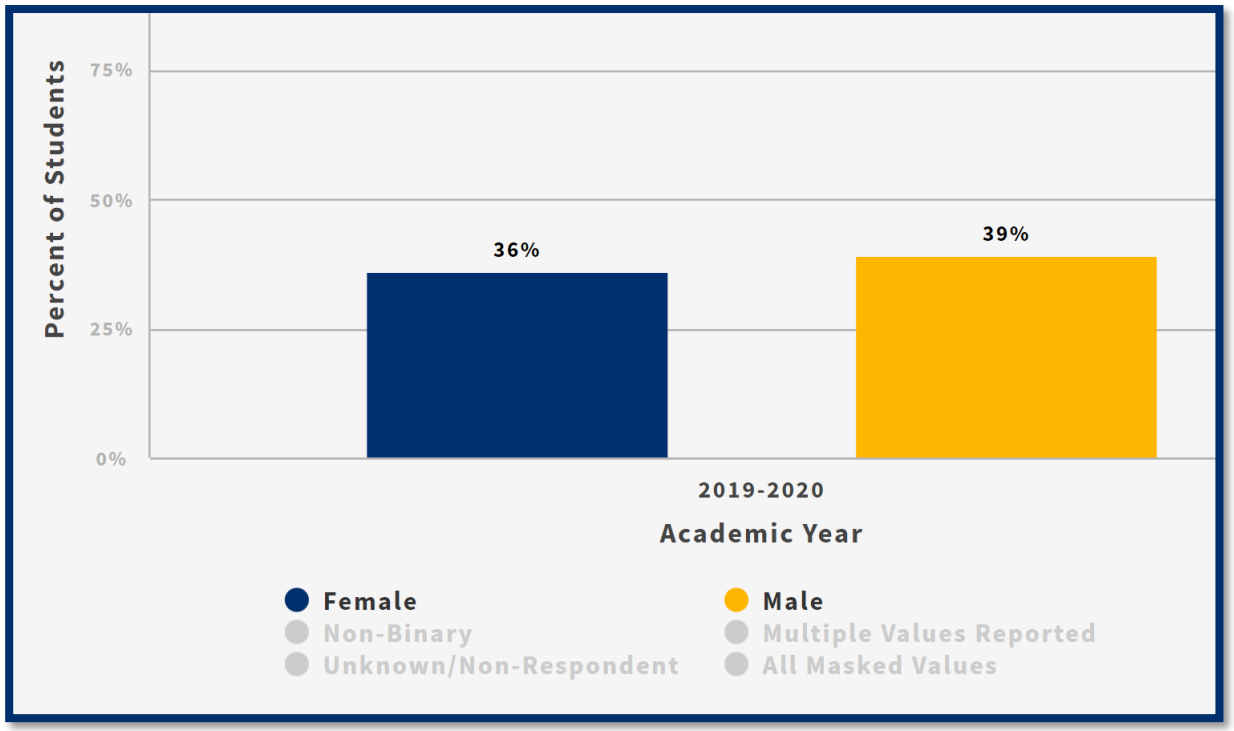
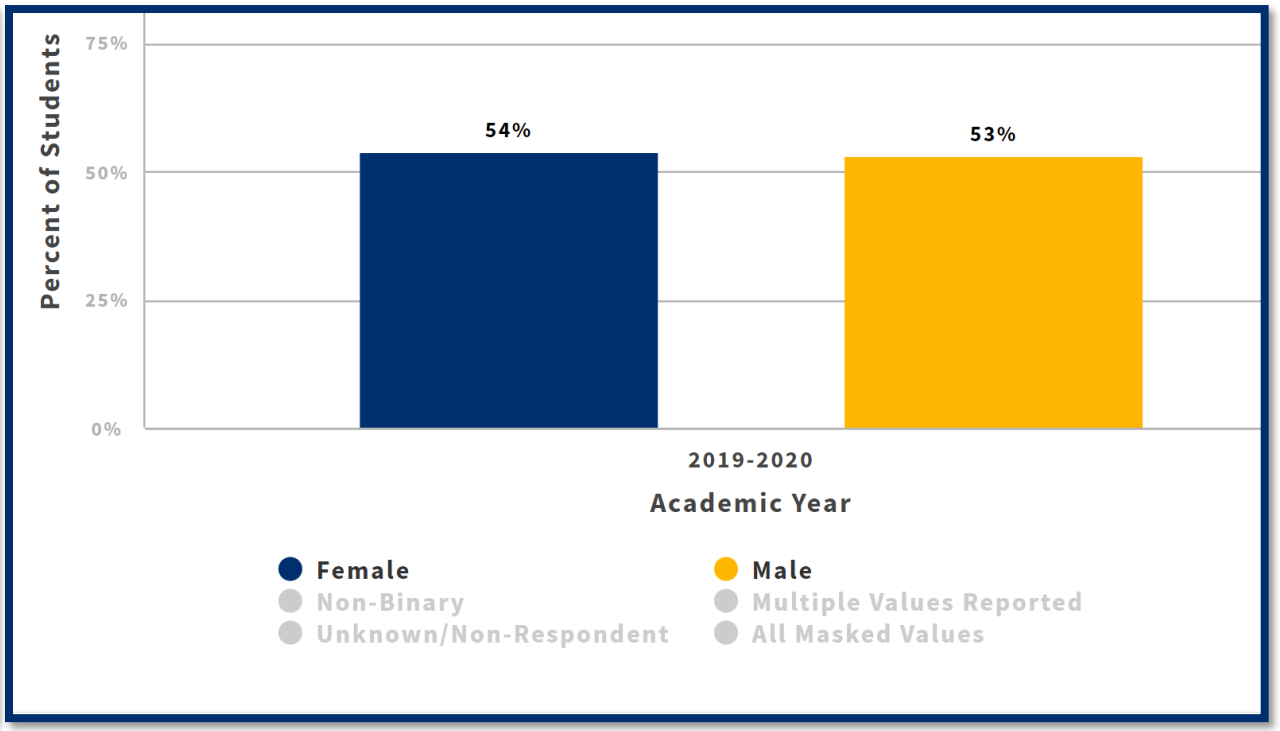
How does learning progress vary based on gender?

Completed Transfer-Level Math



Completed Transfer-Level English



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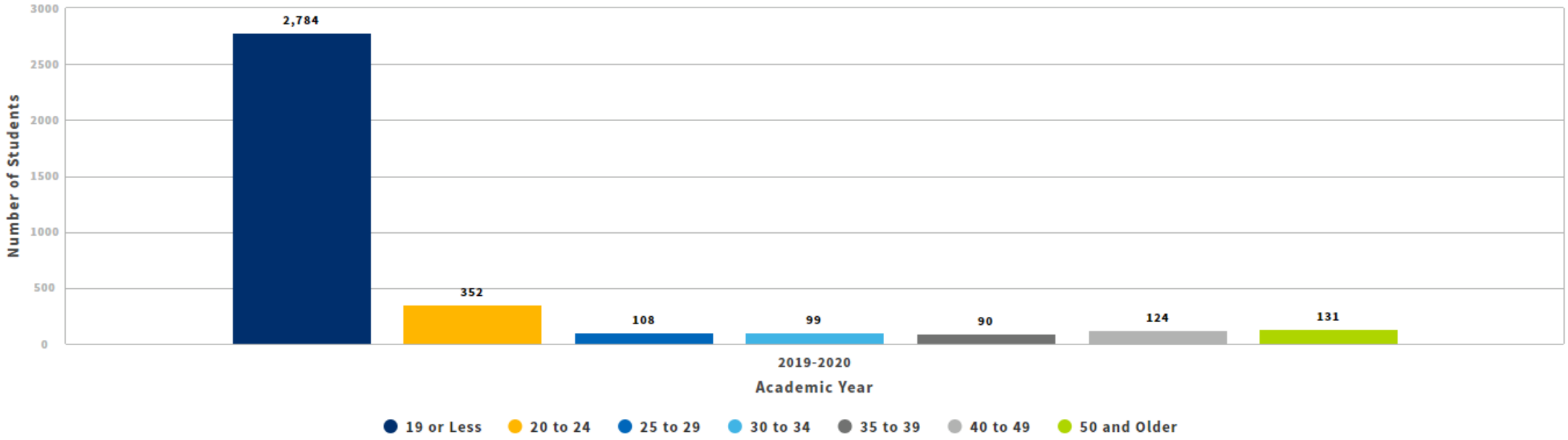
How does learning progress vary based on age group?

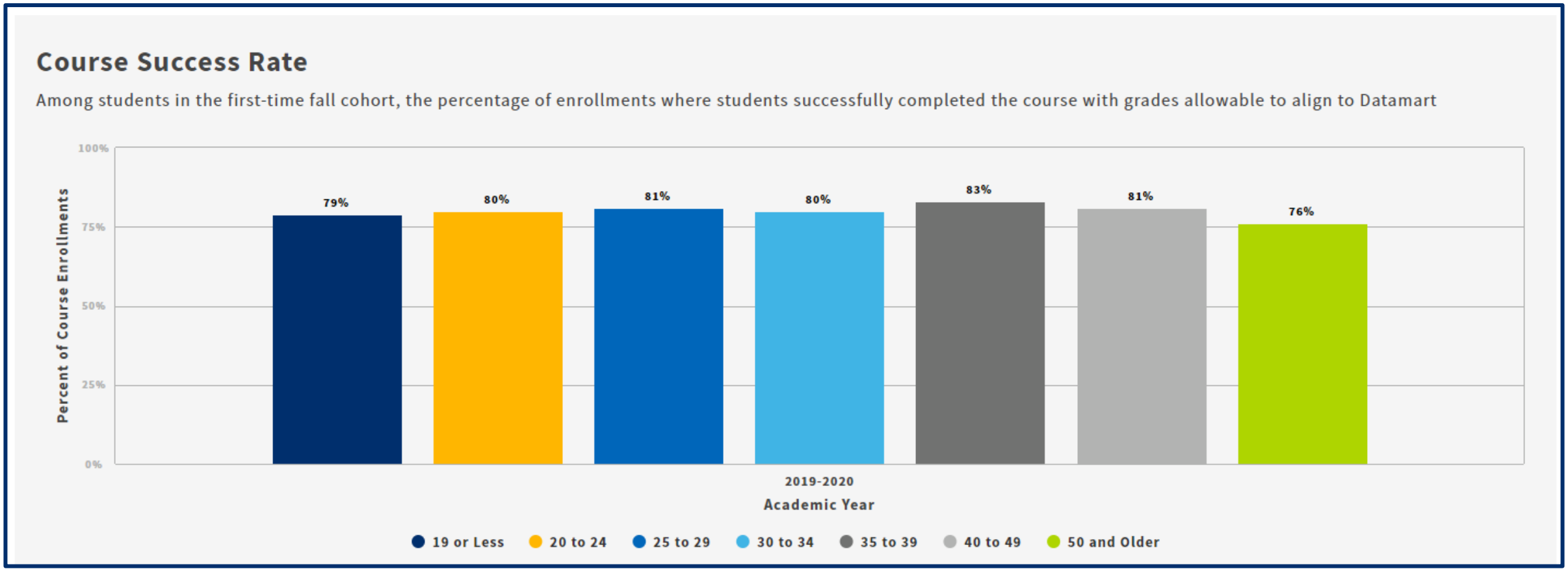
Students in the First Time Cohort

The number of first-time non-special admit credit students who started in the fall term of the selected year including those who enrolled in the summer intersession immediately before or had previously earned concurrent enrollment credit



California Community Colleges

How does learning progress vary based on age group?



California Community Colleges

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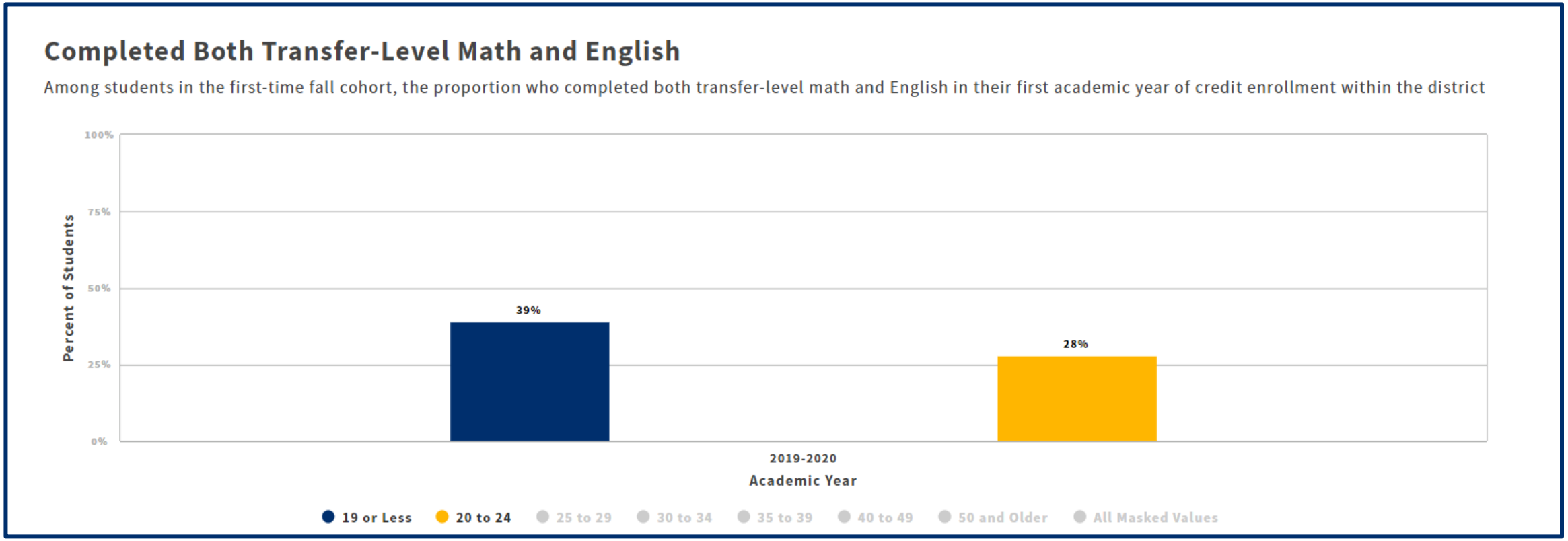

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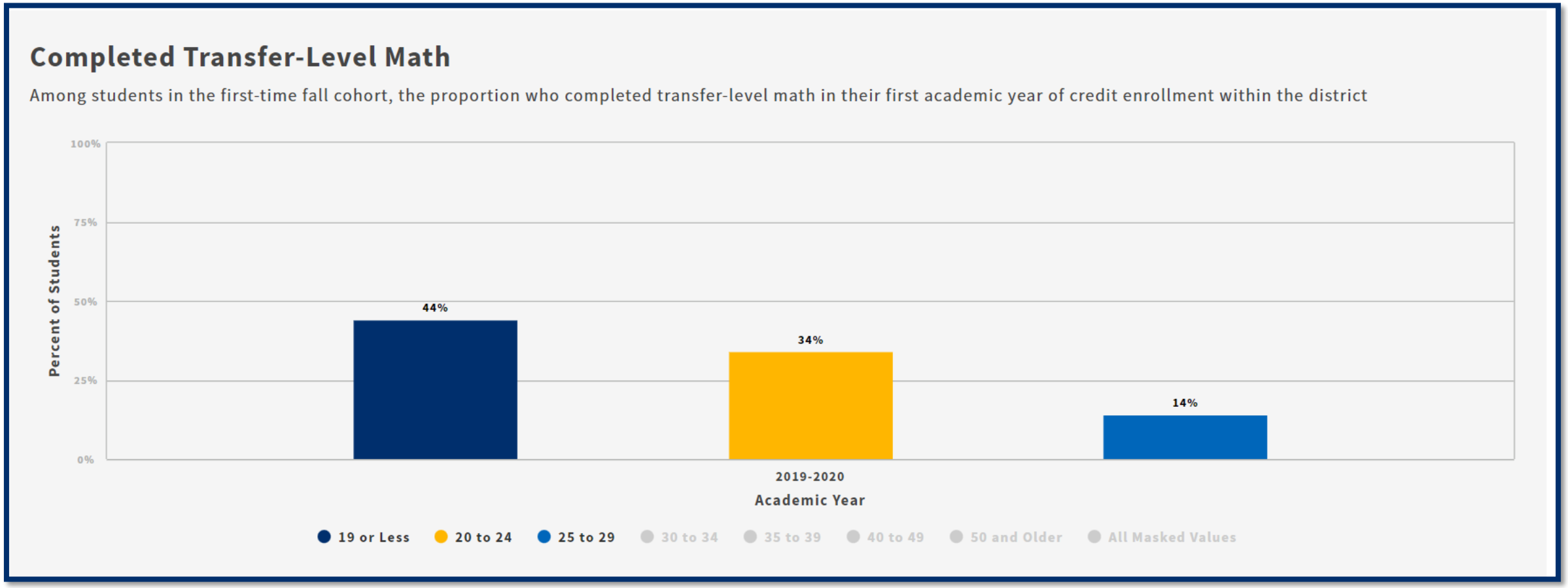

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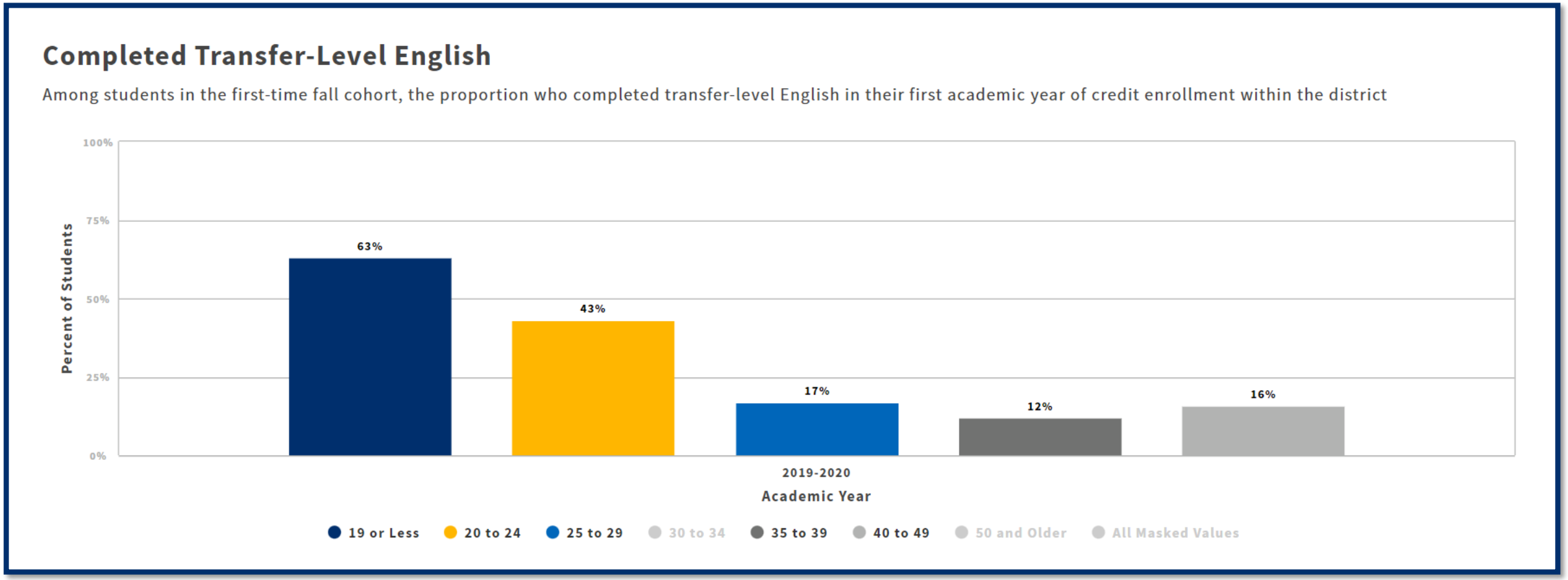

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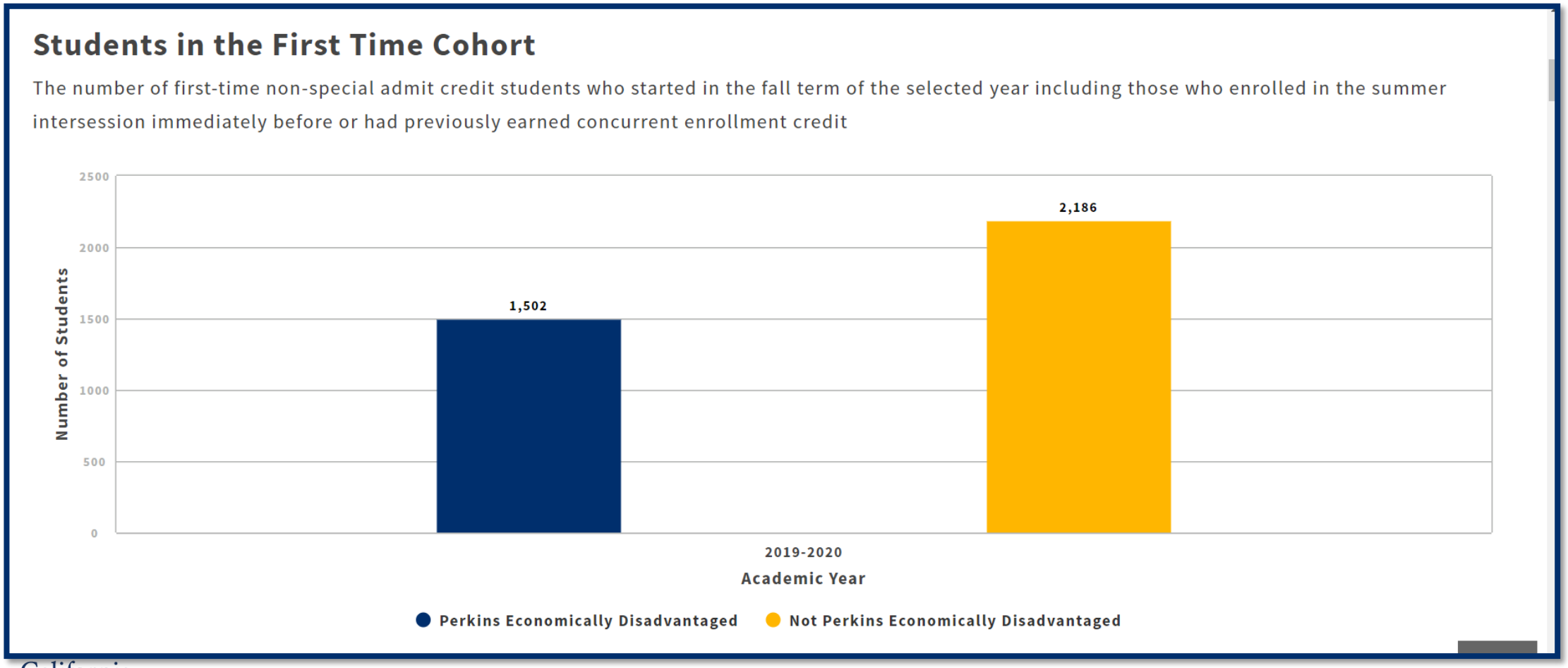
How does learning progress vary by economically disadvantaged status?



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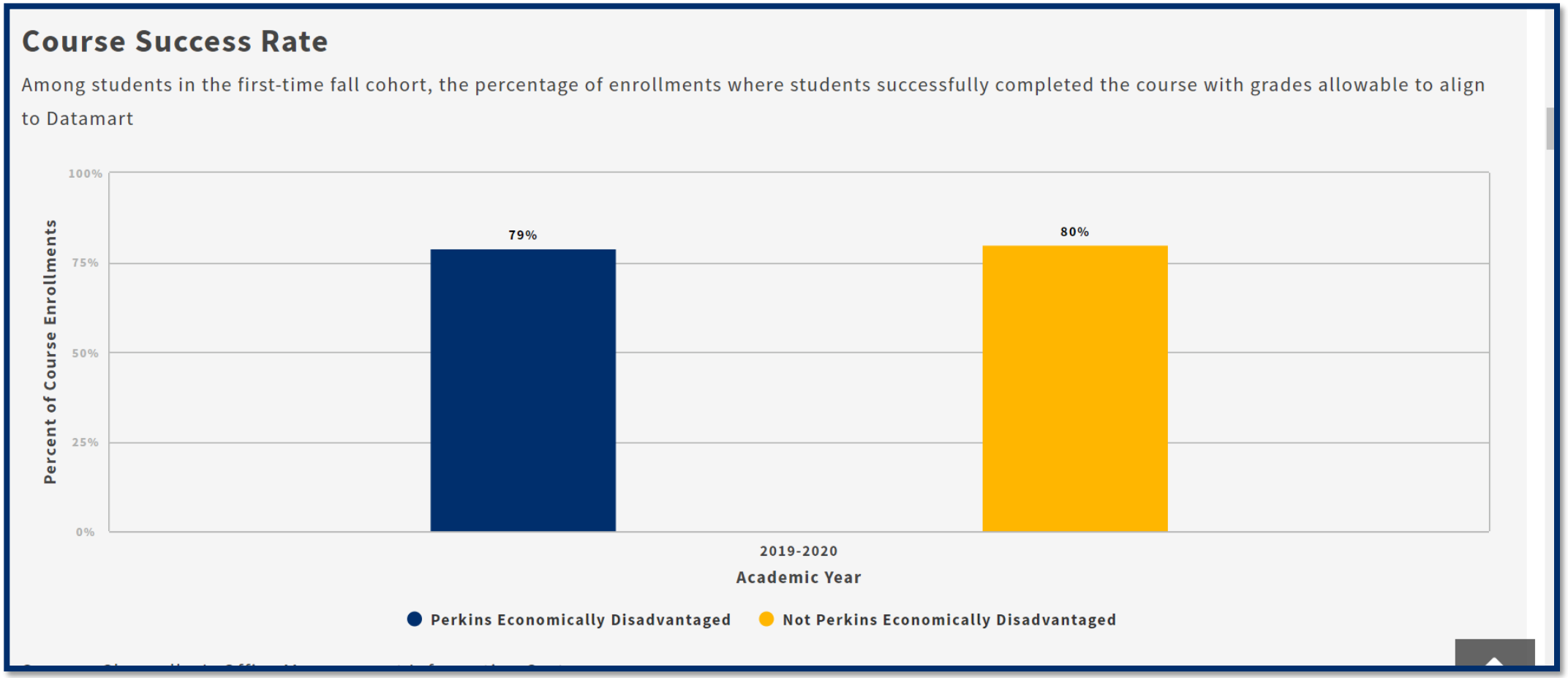

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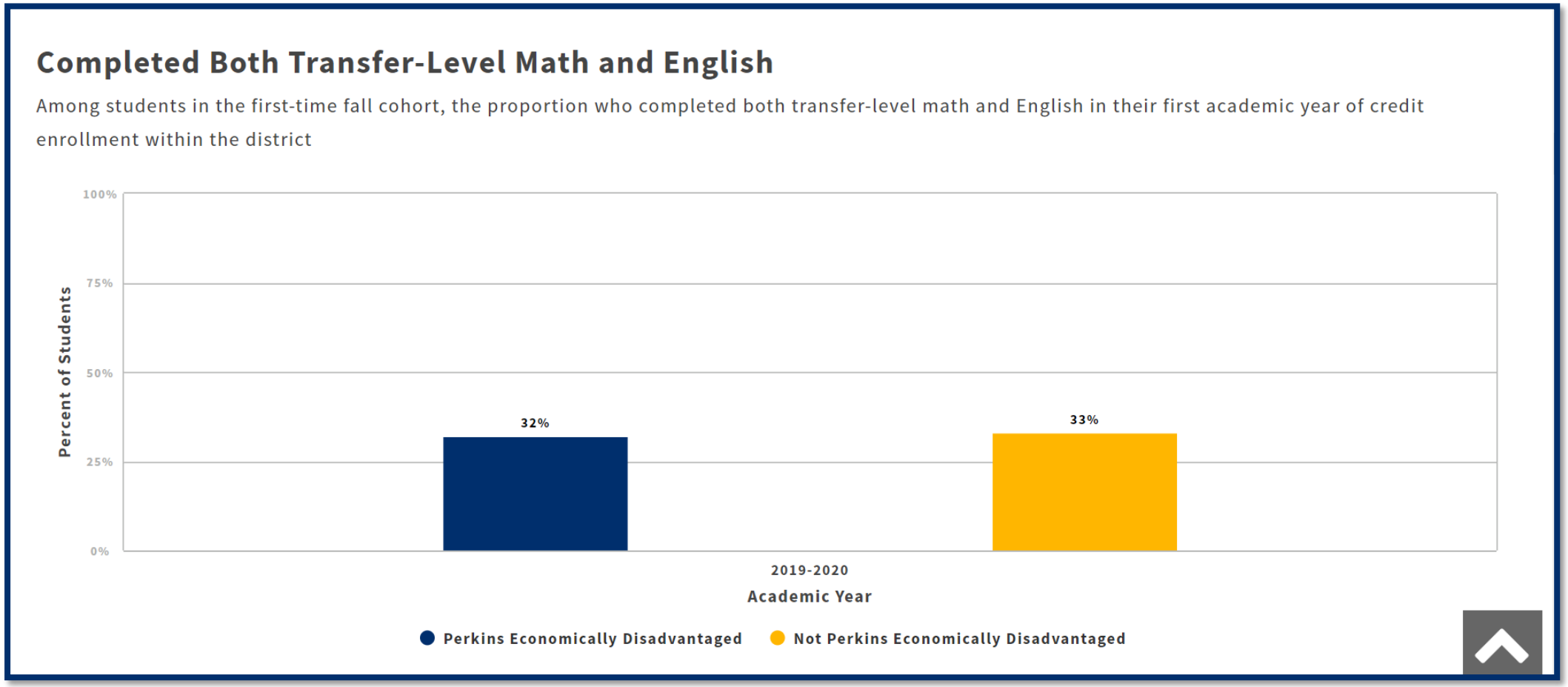

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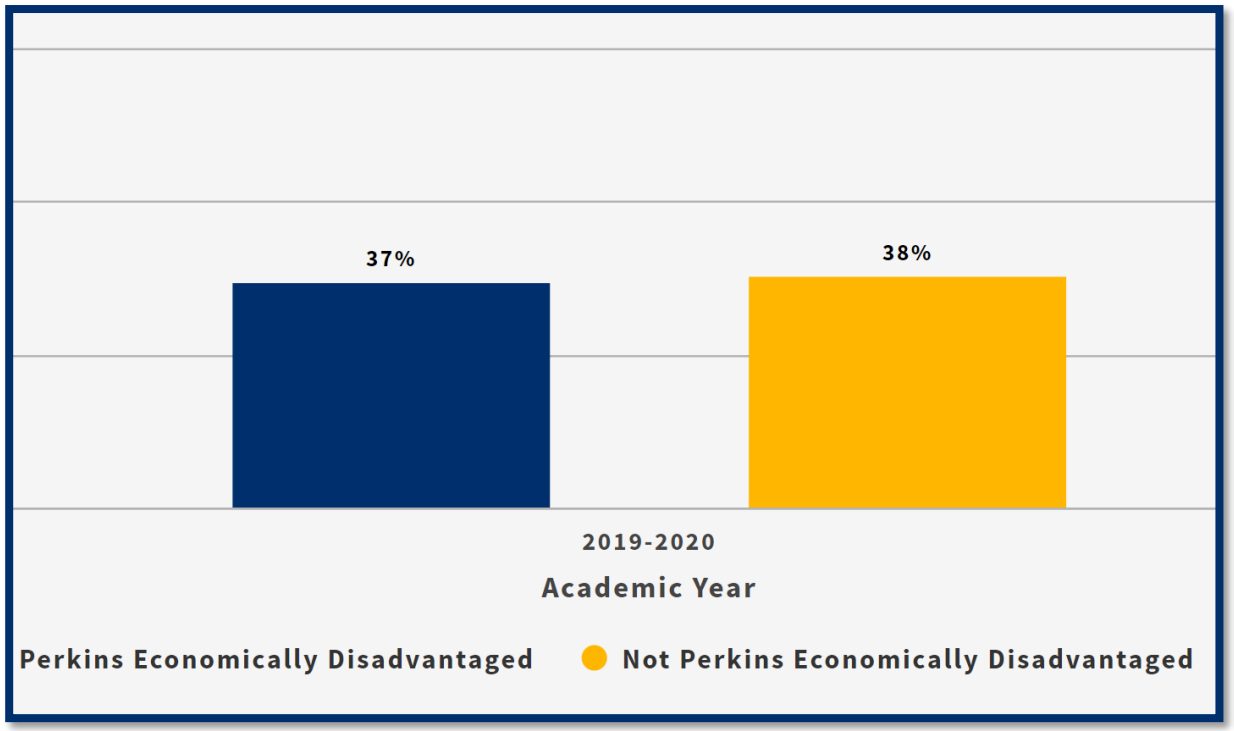
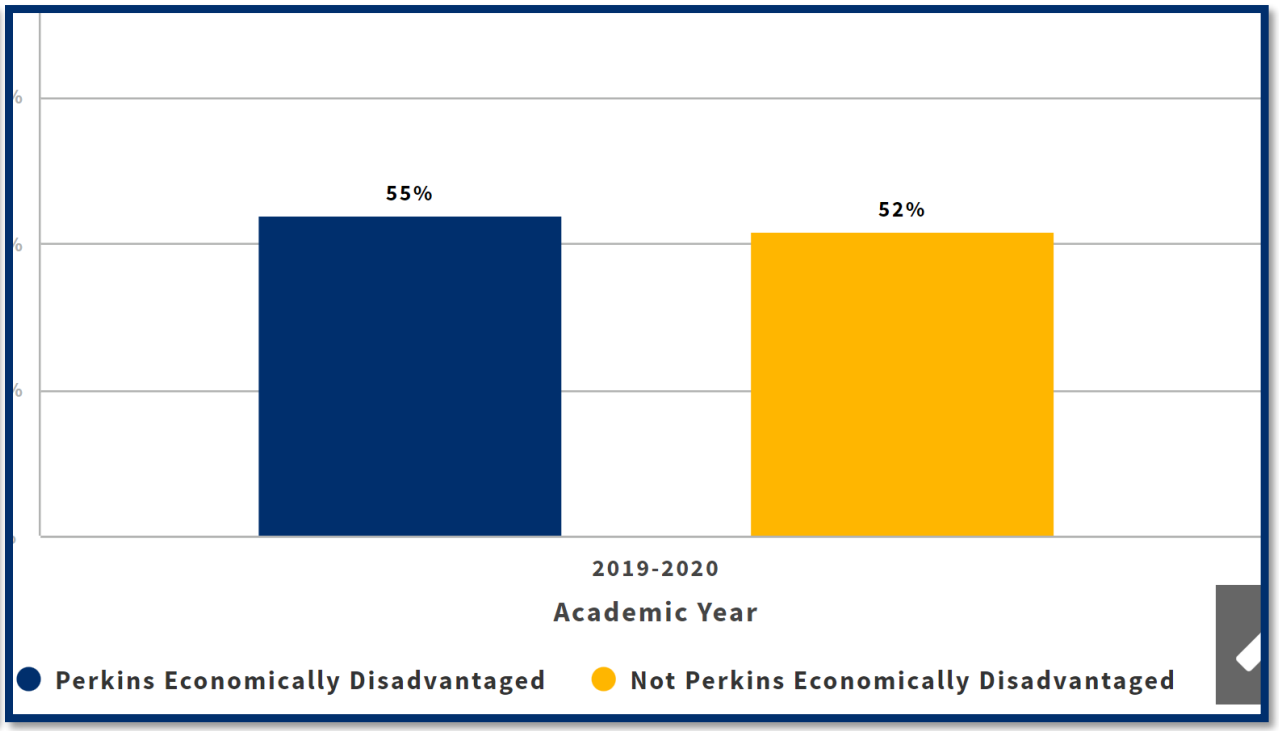
How does learning progress vary based on gender?

Completed Transfer-Level Math



Completed Transfer-Level English



California Community Colleges

Student Success Reforms

Findings

- Retention in the first year increased by 3 percentage points
- There was a 27-percentage point increase in full-time enrollment in the fall term and a 21 percentage-point increase in full-time enrollment in the full year
- Between 11-12 and 19-20, the percentage of students completed at least 12 units increased from 16% to 29% and the percentage of students completed 9 to 11.9 units increased from 11% to 16%
- 16% of first-time students who enrolled in the fall did not complete any degree-applicable units in the year

What's next

- Investigate what may be causing the changes in the data and celebrate successes
- Use campus data to get more information about specific students, such as learning more about students who enrolled but did not earn any degree-applicable units in the year
- Speak with students to understand barriers students might be facing within their first year
- Understand what other colleges are doing that are leading to higher outcomes

California Community Colleges

Identify and Address Inequities

Findings

- 65% of Black students successfully complete their course, compared to 86% of Asian Students and 82% of White Students
- 82% of Native American/Alaska Native students are successfully completing courses
- Black and Hispanic students are completing transfer-level math and English at the lowest rates
- There are only a few percentage points difference between the percentage of female students who successfully complete courses, including transfer-level math and english
- The age group with the highest level of completion of transfer-level math and English are those 19 and below.
- Students who are Perkins economically disadvantage successfully complete courses, including transfer-level math and English at comparable rates to those who are not considered economically disadvantaged.

What's next

- Given the high-level of Native American/Alaskan Native students who are successfully completing courses, investigate if there are specific practices that benefiting this student group
- Where inequities exist:
  - Speak with students who share those identities to identify specific barriers they might be facing (e.g. students in the 20-24 age group, or Black and Hispanic students)
  - Work with colleagues on campus to ensure students who share that identity are aware of resources and feel comfortable approaching student success coaches
  - Conduct targeted outreach through specific student or support groups on campus – for example, engage Student Success Coaches with Umoja or Puente
  - Pilot interventions to address inequities (e.g. culturally competent pedagogy training for faculty in specific disciplines)

California Community Colleges

The Cohort Options

When to use Guided Pathway & Student Success Metric dashboards

Student Success Metrics Cohort View

Student Success Metrics - Cohort shows students' progress toward completion and beyond for students who enrolled as first-time credit non-special admit in the system

What: Information about students' progression across educational journey milestones

When: Data from 2014-2015 to 2019-2020

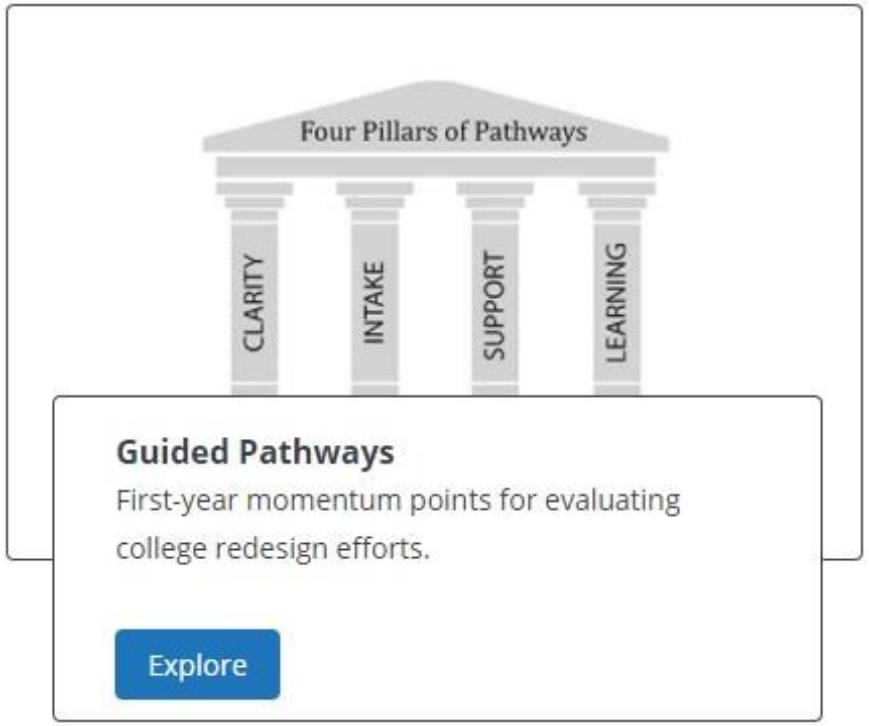
Who: Students enrolling for the first-time in the system as a non-special admit **in any primary term** of the selected year

Why: Explore the impact of efforts and initiatives on first-time credit students **over 3-, 4- or 6- years**

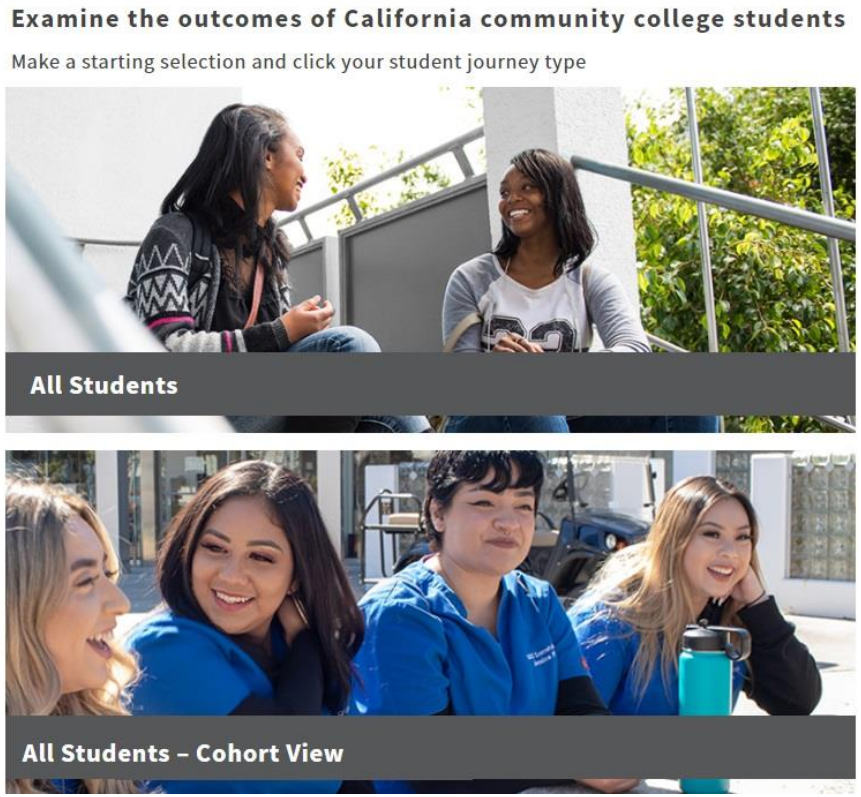
California Community Colleges

Two options for understanding the experiences or trajectories of first-time students

Guided Pathways



Student Success Metrics Dashboard



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Two options for understanding the experiences or trajectories of cohorts of first-time students

Guided Pathways includes:

- **Students:** Start in Fall
- **Metrics:** **First-Year** Momentum Metrics
- **Timeframe:** Tracking for **First Year** Only
- **Years Able to Display:** All Years (except for new Completed Transfer Level Math & English Expanded View metrics)

Student Success Metrics includes:

- **Students:** Start in any Primary Term
- **Metrics:** Vision for Success Outcome Metrics
- **Timeframe:** Tracking for **3, 4 and 6** years
- **Years Able to Display:** Depending on the 3-, 4-, 6- year timeframe selected, data is only available when the timeframe is complete

California Community Colleges

Improving students' first-year within the system

Use cases for each dashboard

- **When to Use:** Interested in impact of efforts on **early** student progress and momentum or **leading indicators** of success

- **When to Use:** Interested in impact of efforts **over time** on similar progress and **additional success and employment** metrics or **lagging indicators** of success

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Q&A

Give us your feedback!

Feedback survey link:

https://bit.ly/GP-Webinar_12-10_Survey

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Thank you!

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