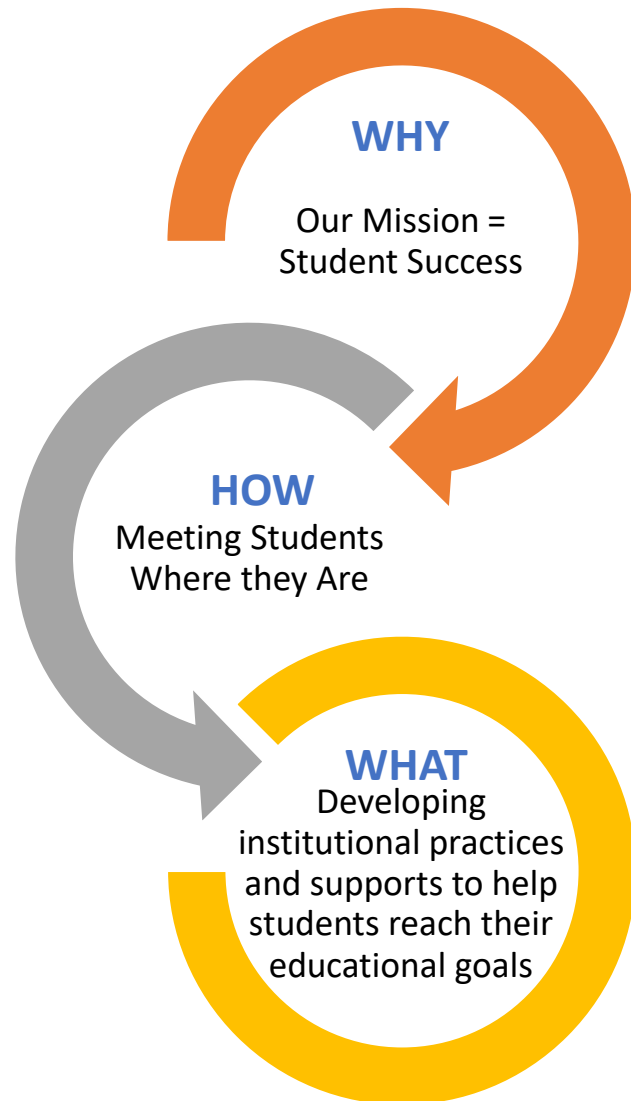




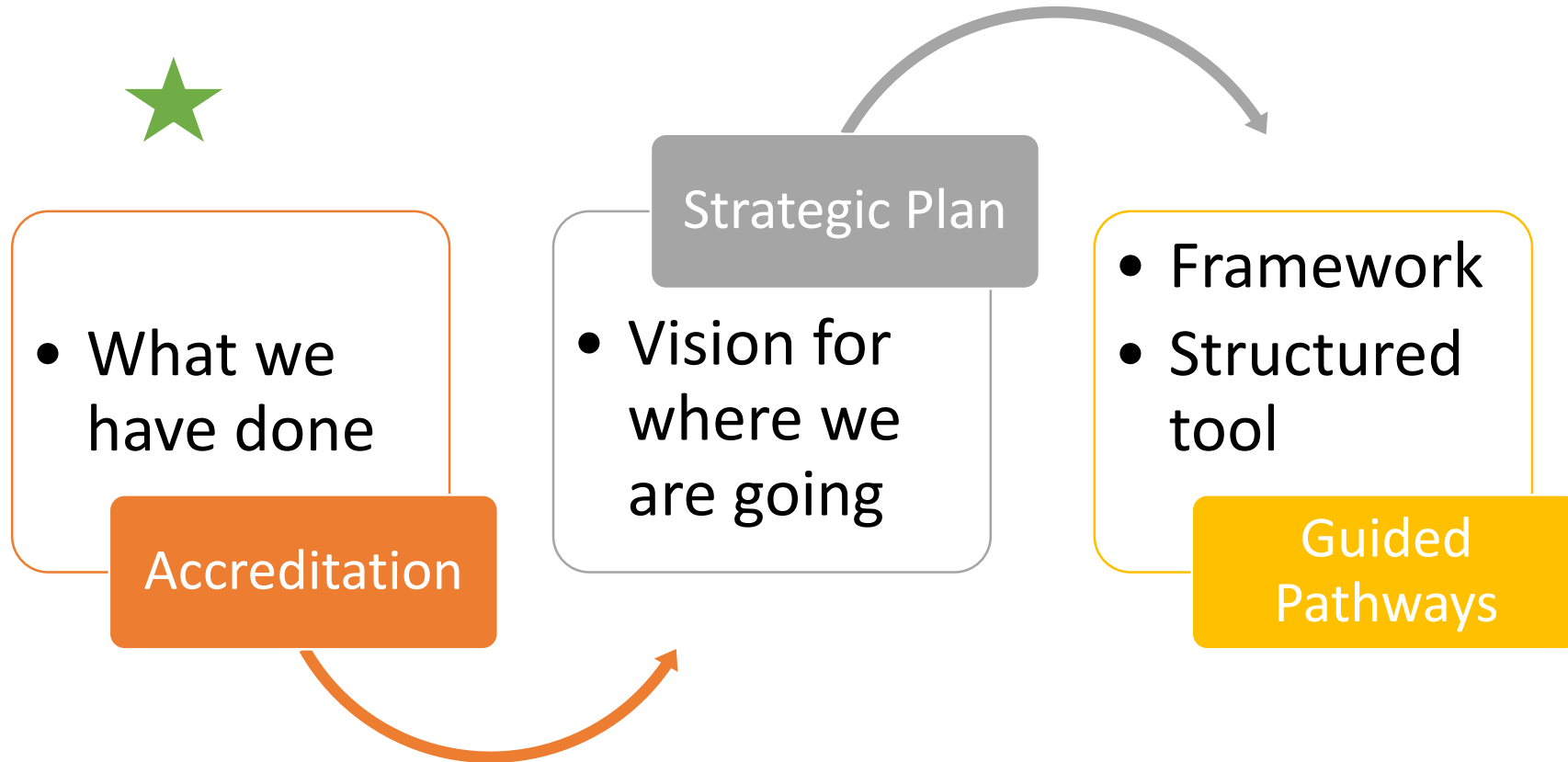
# Guided Pathways and Student Success: Connecting the Data to Tell Our Students' Story

Dr. Vanessa Mercado  
Research Analyst  
July 15, 2020

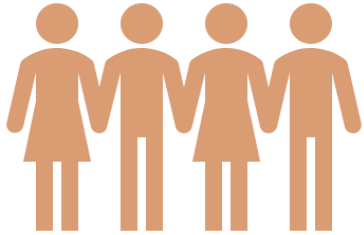
# Our Shared Commitment



# MAKING THE CONNECTION: Do we have the TOOLS to do the WORK to support our STUDENTS?



# Exploring Our Students' Story Through Data



**Who** are we serving?



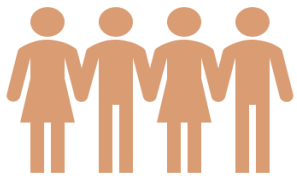
**What** are the educational outcomes our students want to achieve by attending our college?



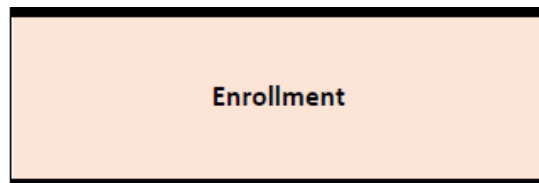
**How** can we gauge if students are “on-track” in order to support them in meeting their goals?

# Data Story: How Will We Get There?

*Who are we serving?*



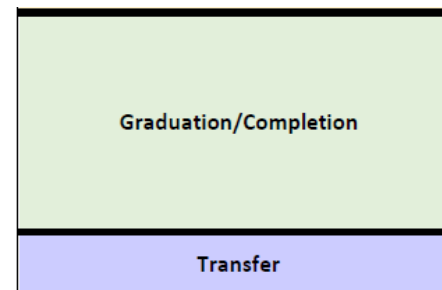
Descriptive Data



*What is their goal?*



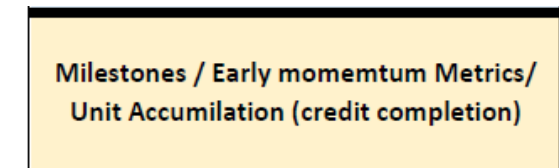
High-level Metrics  
(Lagging Indicators)



*How are they doing?*



Milestone Metrics  
(Leading Indicators)



# Accreditation Quality Focused Essay (QFE): At A Glance

Increase student success by integrating GPs principles, Equity strategies and AB705 mandates.

*Who?*



First-Time, Incoming

*What is their goal?*



Certificate, Degree, and/or  
Transfer - Seeking

*How are they doing?*



- 24 credits completed in Y1 (Full-Time Students)
- 15 credits completed in Y1 (Part-Time Students)
- Complete both transfer-level Math and English in Y1 (All Students)

# Accreditation Quality Focused Essay (QFE): Milestone Metrics



Target Population



Unit Completion  
Metrics



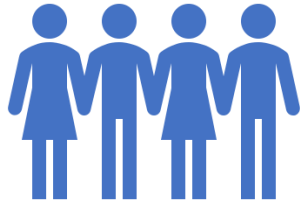
Math & English  
Completion Metrics



Ed Planning Metrics

# QFE Baseline Data: Who Are We Serving? What is Their Goal?

*\*First time, incoming students who are degree, certificate, and/or transfer seeking (Fall 2018 = 969 students).*

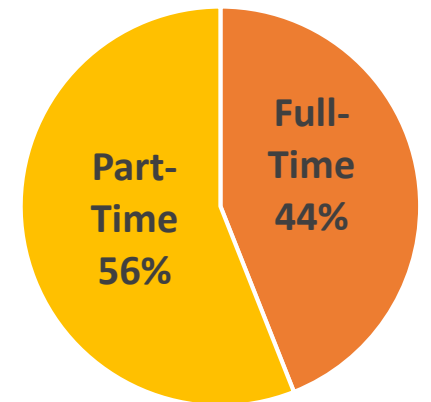


## Target Population



### Did You Know:

Among new students who are degree, certificate, and/or transfer-seeking that enrolled in Fall 2018:



**Equity Research Says:** Since a majority of community college students are part-time (the majority of whom are *first generation, low-income, racially-minoritized students*) to close equity gaps we have to focus student success initiatives on better supporting part-time students.





# QFE Baseline Data: How Are They Doing?



## Unit Completion Metrics



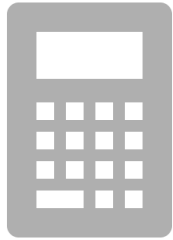
### Did You Know:

- In Fall 2018, **28% of full-time students** who are degree, certificate, and/or transfer-seeking completed **24 credits** or more in one year.
- In Fall 2018, **11% of part-time students** who are degree, certificate, and/or transfer-seeking completed at least **15 credits** in one year.

**Guided Pathways Research Says:** Students are more successful when they meet early milestone momentum points in their first year.



# QFE Baseline Data: How Are They Doing?



## Math & English Completion Metrics



### Did You Know:

- In Fall 2018, which is the year prior to AB705 implementation, only **9.5% of all new students** who are degree, certificate, and/or transfer-seeking **completed both transfer-level Math and English** during their first academic year.

**AB705 Research Says:** Students that complete transfer-level Math & English have greater completion outcomes.



# QFE Baseline Data: How Are They Doing?



## Ed Planning Metrics



### Did You Know:

- In Fall 2018, **70.4% of new students** who are degree, certificate, and/or transfer-seeking had **educational plans** (either comprehensive or abbreviated).
  - **87.1% of full-time students** had educational plans.
  - **57.4% of part-time students** had educational plans.

**Research Says:** Remove Barriers for Part-Time Students By Improving: (1) Onboarding (2) Academic Planning (3) Student Services.



# QFE: Action Projects Approach

*approach full-time and part-time students with interventions based on their unique needs and goals to meet the early momentum milestones:*



Successful completion among the students taking 24 or 15 units in Y1



Students that can increase unit load with additional support take additional course with support



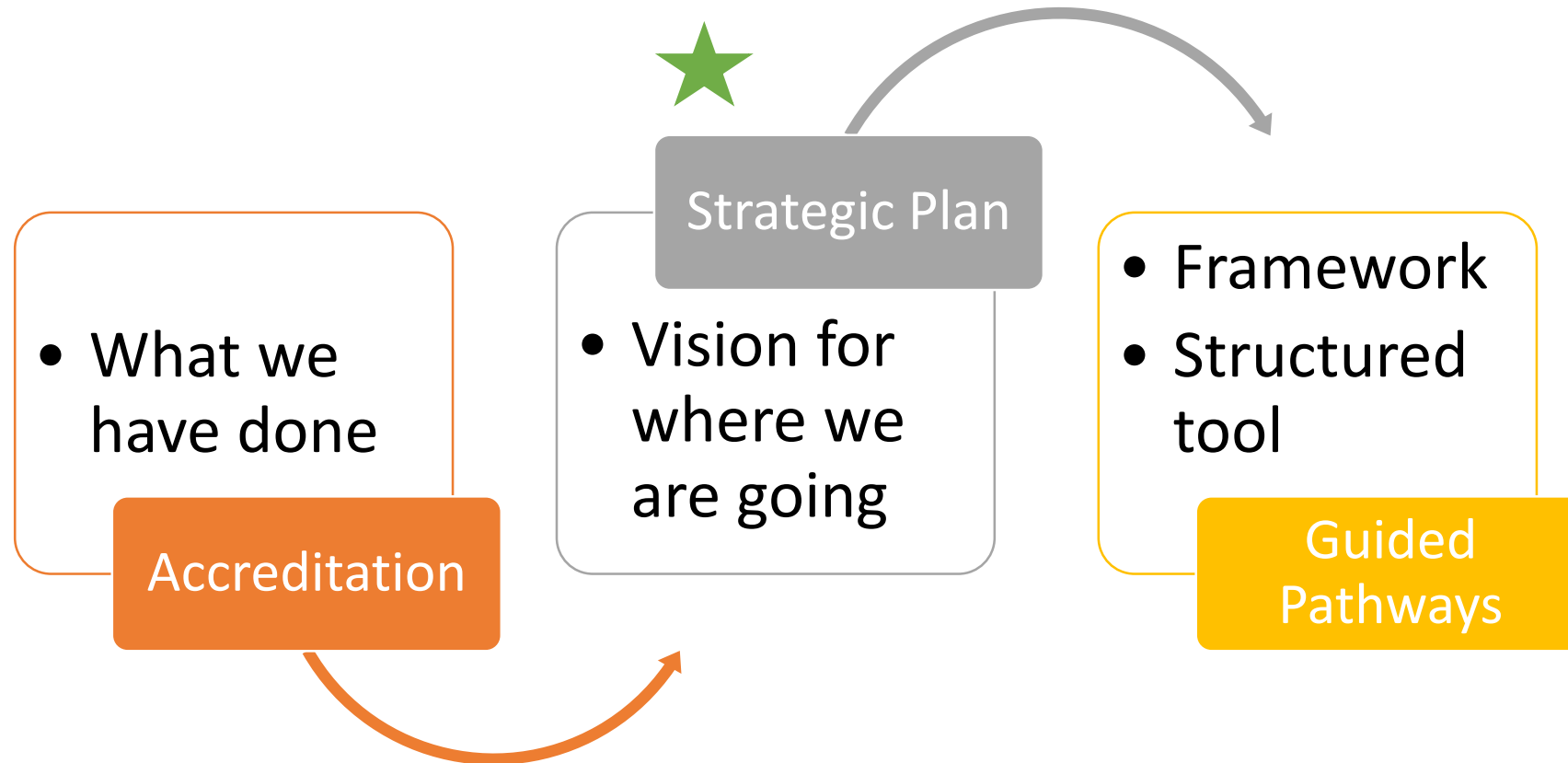
Students that don't have capacity to take additional units are offered support to meet their pace and needs

# Increase Completion of Certificates, Degrees, & Transfer

---

**LONG-TERM OUTCOMES**

# MAKING THE CONNECTION: Do we have the TOOLS to do the WORK to support our STUDENTS?



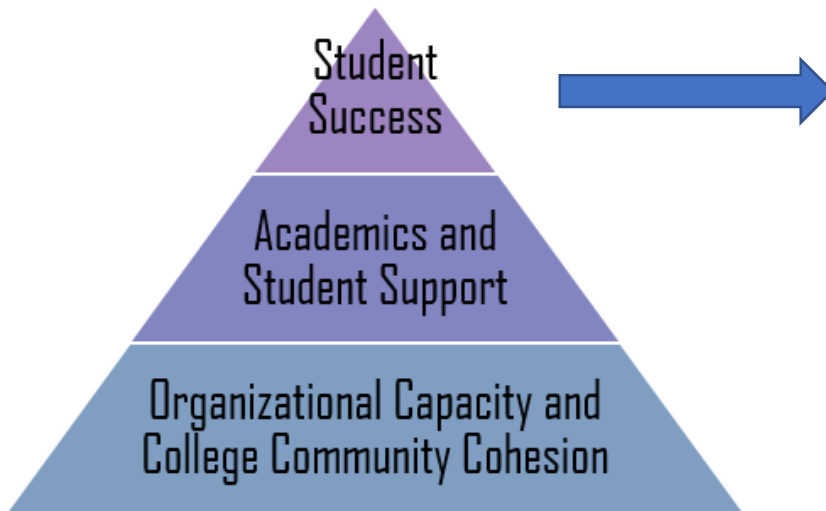
# Strategic Plan Framework: At A Glance

## Plan Framework

Do we have the TOOLS...

To do the WORK...

To achieve our MISSION?



## How are students doing?

- The number of Pell Grant recipients;
- The number of students completing college-level math and English within the first year;
- The number of part-time students completing 15 units per year;
- The number of full-time students completing 24 units per year;
- The number of students achieving CTE job attainment;
- The number of certificates and degrees conferred; and
- The number of students transferring to four-year institutions.

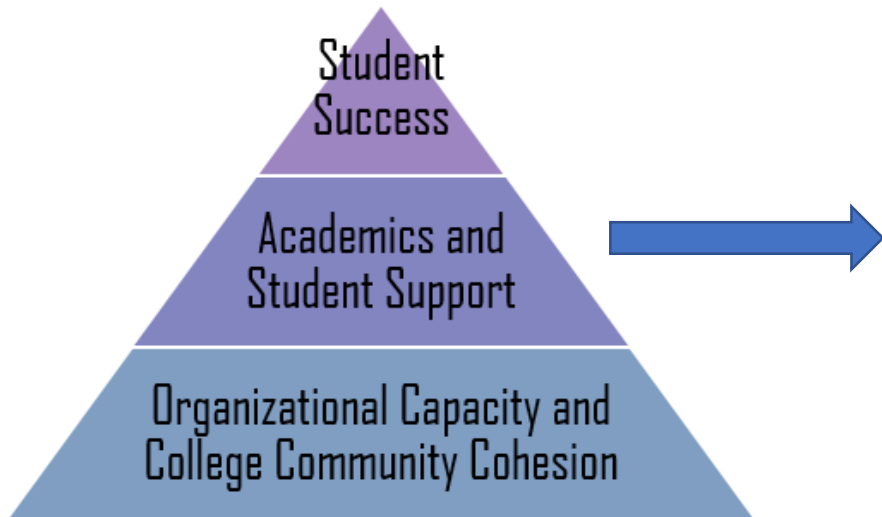
## What will we do to support students?

- Comprehensive educational plans that are tailored for both FT and PT students;
- Student engagement through participation in counseling courses or learning communities;
- Program pathway maps that lead students to career goals;
- Expanded early college credit programs, including dual enrollment, high school articulation, concurrent enrollment, summer bridge programs; and
- An expanded First-Year Experience program.

# Strategic Plan & Guided Pathways

## Plan Framework

Do we have the TOOLS...  
To do the WORK...  
To achieve our MISSION?



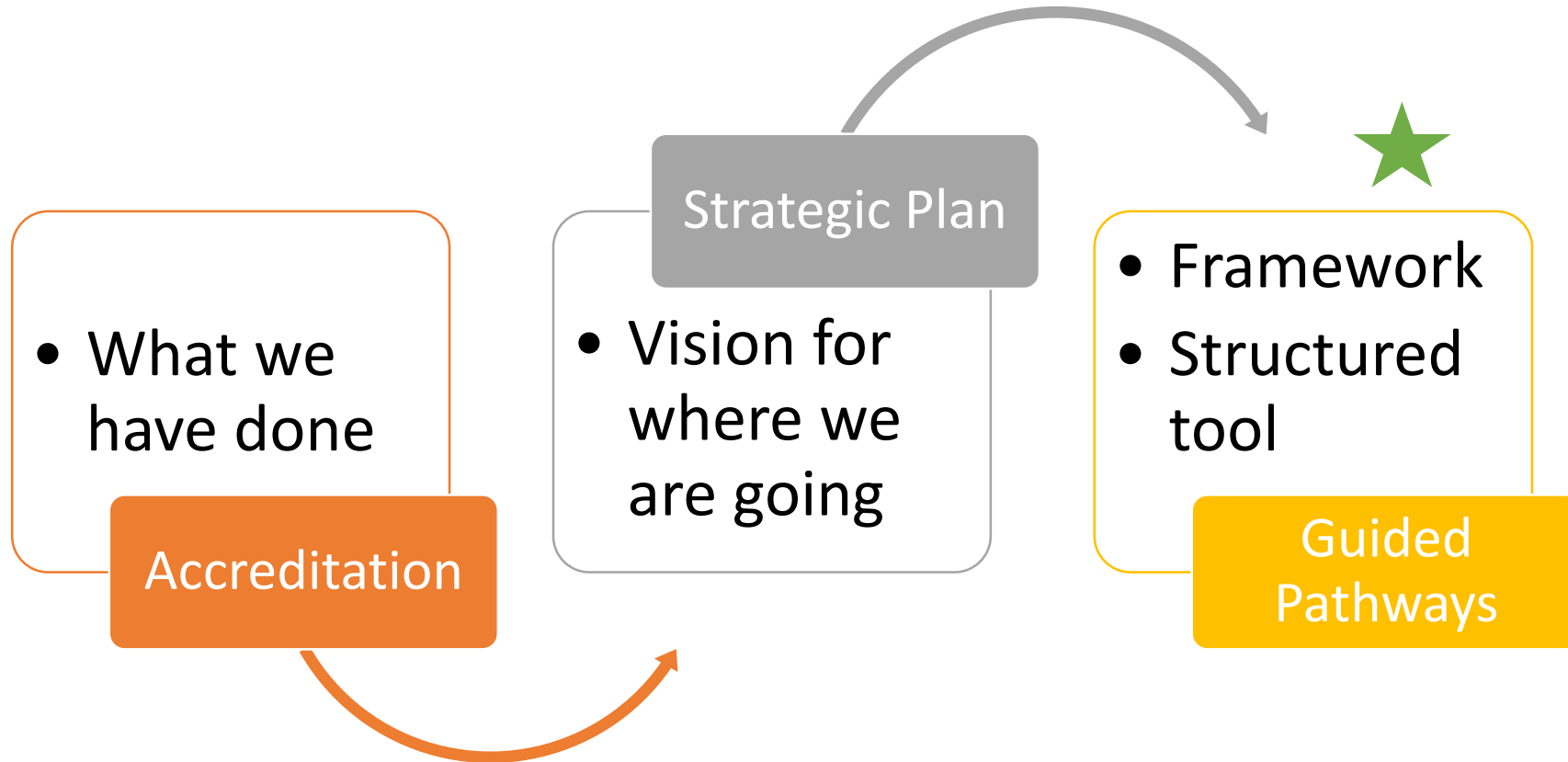
## Topic Area 2. Academics and Student Support

### Goal 2.1. Implement Guided Pathways in order to ensure student-focused academic programs

- Action Area 2.1.1. Map Pathways to Student End Goals
- Action Area 2.1.2. Ensure students make informed decisions when choosing a pathway through the development of an educational plan
- Action Area 2.1.3. Provide intentional and strategic student focused pathways supports that are responsive to student needs
- Action Area 2.1.4. Provide comprehensive pathway data to ensure learning and student goal attainment
- Action Area 2.1.5. Provide faculty and staff with training and support as the College transitions to a Guided Pathways model



# MAKING THE CONNECTION: Do we have the TOOLS to do the WORK to support our STUDENTS?



# Continuing Guided Pathways Work This Fall

*GP strategies are tools to help support students in reaching the milestone metrics which help move the high-level outcomes.*

1

META  
MAJORS



2

Building  
Pathway Maps



3

First-Year Onboarding  
Orientation



**Equity Lens:** Part-time Status, Race/Ethnicity, Pell grant Recipients

**QFE Data Lens:** Unit completion, Transfer-level Math/English Completion, Ed Plans

# Our Mission = Student Success

*At CCC, we meet students where they are and support them along their entire journey until they reach their educational goal.*



# Let's Talk About it!

