

GUIDED PATHWAYS
Focused Flex 8-23-18

Data Discussions

44% of Students Successfully Earned 6+ College Credits in First Term

What If...

- We ask students how many units they want to take***
- We find a way to encourage students to take more units to be full time
- This is OK?***
- We were more structured and eliminated some of the freedom?*
- We gave them a schedule based on a major and they could change it if they want*
- Tracking to a path is NOT good to the whole person*
- The option choices were narrowed down
- We inform them of the amount of time to complete @ this rate**

I Wonder...

- We are assuming we know WHY students are attempting few units. It may not be # of options
- How many attempted more than 6 units?
- If they attempted more, how many Dropped of D/F? When, Why? And for how many is/was dropping money motivated?
- Who are they? Just graduated HS? Other break downs needed*
- How many did it on purpose? Why?***
- What classes did they take?****
- Did they enroll for a 2nd term? And if so, did they attempt more? And were they successful?****
- How many are undecided? Of the 56% are?*
- How many saw a counselor? *****
- If low unit was not to drop or D/F was money motivated?***

36% of Students Are Full Time Students

What If...

- Does this # include DSPS Students?
- Calendaring System – New Calendar? Year Round School?
 - Spring 1 & Spring 2 allows students to take 6 units per semester and still be full time
- No Child Care – not enough ****

I Wonder...

- How can we help students achieve Full time Differently – Not the Traditional Model ****
- Data suggests:
 - Most students are working adults*****
 - Starting time for afternoon class (Time/Schedule of Classes****)
- Will increasing FT students decrease time to completion?****
 - Plus decrease excess units?
- Do we need to be more **Intrusive** in understanding our students?
- Will dual-enrollment help this?
- Address Structure & Modality of Classes**

Possible NEXT STEPS (Explore):

- First year experience = Offer “Package” of courses ***
- Requiring a Counseling Course***
- Offering more GE Courses at the High Schools**
- Buses that Commute Students to and from LMC & High Schools*
- Streamline Classes*

74% of Students have a College-Level Course Success Rate

What If...

- Expansion of FAM to entire College Faculty (Part Time & Full Time)*****
 - Disarm
 - Design
 - Don't Settle
 - Discover
 - Dream
 - Deliver
 - STARFISH
 - Become a FAM College*
- Group counseling sessions**
- Provide Tutoring resources for every single major/program*
- Starfish going live
 - Is this going to become a system that creates and nurtures a **Relationship?*****
- Students were assigned to one counselor to work with throughout course of study?*****
- Relationship Building (Across Campus) and Maintenance*****
- Students didn't receive the red flags in Starfish only Support Services

I Wonder...

- What is the definition of "success rate"?*****
- How successful are we in the non-college-level courses?*
- Which departments exhibit the highest success rates of college-level courses?***
 - How about disaggregated data/info/rates?*
- What pedagogical techniques are most common to lead to this success rate?*****
- Are students succeeding more due to the new development of math & English acceleration?****
- What was the success rate prior to acceleration and importance of tracking data?***
- How do C-Level students do in successive courses as compared to A-Level students?***

17 Units is the Average Number of Degree-Applicable Credits Attempted in Year ONE

What If...

- We did more to boost Spring Enrollment?
- There were more financial aid incentives tied to completion*****
- 17 units a year is a good # - or can't be changed based on students' lives?****
- Students could worry less about debt?
- Students were limited in their sign-ups (to help first semester success)
- Deep learning takes time – this tuition is on the back-burner
- Where is "QUALITY" in this conversation?
- All kinds of things
- Working to make connections
- Faculty/Staff mentors for students for donation
- Students took the same amount of units in the Spring as they do in the Fall?

I Wonder...

- How many in the fall?*
- How many of the attempted units were successful?*
- How many PT due to work or other...?****
- How do students feel about the 17?*
- How many of these units were Transferable? ****
- What % have met with counselor?*****
- We give more support to persist in the spring with equal or more units
- "Force" students to take more units?
- Of the 17 units attempted, what were the major courses taken?

18% of Students Earned 12+ College Credits in First Term

What If...

- We market the outcome more effectively?
- Put more time and money into counseling?*
- Actively mentor our student in our majors? ***
- Dedicate resources to major mentoring? **
- Change the structure of faculty responsibility?*
- Try to create “wrap around” relationships/services in all majors? *****
- Had a counseling liaison for each dept/major? *****
- We REQUIRE students to engage with the library?*
- Increase our focus on offering Z.T.C courses (using O.E.R) *****

I Wonder...

- How many were C.T.E students?
- How many were attempting 12+ Credits? **
- How many were working during the term? *****
- What was the success rate in 2nd term?
- How many students were “True” 1st timers?*
- How many students dropped out after T1?
- Of the other 82%, how many credits did they earn, on average?
- What is the demographic make-up of the student group who completed 12+? **
- How many of the successfully completed classes were “non-traditional” (i.e., online, hybrid...)?*
- Was there a difference between Pittsburg and Brentwood?*

16% of Students Earned 24+ College Credits in Year One

What If...

- What if we're asking the wrong question? Perhaps ask about 2nd year success? **
- How can we better support the other 84% of students?
- Explored the other demands by the college on students (ex Athletes)***
- How do we improve the success rate of 84%?*
- Registration DATE limited class selection*
- Work/family limited scheduling*
- Could high school dual enrollment & articulation "boost" this?*

I Wonder...

- Why 16%? Is it low or high?***
- Can we look at statewide CC data for % successful completion of 24 units after year 1?*
- If there is a target population we can help? Who is that population?*
- Younger students have higher 24 unit finish rate
- Is success of younger than 19 year old because of their age or another reasons? (support?)
- Explore when we offer courses
- What can we do?
 - Expanded Tutoring Services*
 - Counseling?*
 - Advisors?*
 - Mentorships: Student to Student/Student to Faculty***
 - Can we get more students into Cohort Groups in Year 1?
 - Family Support

64% of Students Persisted from Fall Semester to Spring Semester (2015-2016)

What If...

- We are asking the wrong questions in our evaluations?
- We knew the real data information behind why there is a 64% persistence rate?
- We did an early intervention?
- We considered what elements help people to persist*
- What if we increased the investment student had in completing their goal?*
- We answered the questions that students have about the “Big Picture”: *****
 - What careers will I have?
 - What will I do on the job?
 - How much will I get paid/salary?
- We institutionalized the learning community experience/not feeling alone/cohort/team/connected*****
 - Upscaling Learning Community?
 - FYE?
- We had milestone rituals/ceremonies to maintain Motivation?***
- We had an expectation of creating community/relational environment in all student interactions (class rooms, student services, etc.)*****
- We let students register for fall AND spring at one time?

I Wonder...

- Are students who completed Fall '15 included (completed certify/degree program)?
- How many tried college and decided this is not for me? ***
- What do students say about why they stopped? *****
- [CONTEXT – SSSP just started Sp/Fall '15, not fully implemented]
- How many students moved location or school?*
- What life circumstances occurred for students?*****
- What was job market/economy like?*
- What does disaggregated data look like?
 - Ethnicity and also PT v. FT*
- Technical training, “Skill Builder” Series
- Is this a good statistic compared to earlier or later years?***
- How many are 1st year students?***
- How does this statistic compare with other CC in our district and area?
- When was our equity plan implemented?
- [CONTEXT – 1st year LMC was not receiving HS1 Funding]
- I wonder if they have a hold on the account (financial) and couldn't register for spring?
- Is 64% really low?

15% of Students Successfully Completed Both Transfer-Level English & Math in Year One

What If...

- Early Intervention, getting options earlier
- Incentive to provide if completed by Year One
- Demystifying Fear of Math/English *****
 - Building Self-confidence
- Placing a story behind math**
- More support for part-time instructors
 - Workshops, professional development, more office hours/space, teaching communities, compensation*****
- Promotion/demystifying assessment and self-placement process
- Highlighting/celebrating individual student success*
- Student focus groups to learn about their perceptions/ideas***

I Wonder...

- What is considered a good percentage?
- Scared of math, push math until the end (and English)*
- Does percentage include new changes in Math/English acceleration and assessment process?***
- Writing can be challenging (STEM majors)
- Classes fill up quickly, scheduling issues****
- Work schedules, evening classes needed*
- Pacing of classes, need to stay on top of all coursework/classwork***
- Next Steps:
 - Earlier Intervention

19 Units is Average Number of Credits Attempted in Year One

What If...

- We added Intersession and Short Term classes?*****
- More sections of high-demand courses*****
- Didn't cost so much **
- Employed more students on Campus**
- Student could take whatever – or made it easier to do
- We asked them WHY****

I Wonder...

- How would it be possible for students to take more units?

NOTE: * INDICATES LEVEL OF SUPPORT OF THIS STATEMENT/SUGGESTION