Guided Pathways: Data for Equity in Student Success
Why is college change important to the Wisconsin community and our WTCS students?

What strategies are possible to support college change and how can success be monitored?

Review college data and identify goals.
The “Why”: External College Environment

What external realities point to the need for equity in higher education attainment across Wisconsin?
% of Wisconsin Population Below Poverty by Race/Ethnicity

- **White**: 9.4%
- **Black or African American**: 36.2%
- **American Indian and Alaska Native**: 28.1%
- **Asian**: 18.5%
- **Native Hawaiian and Other Pacific Islander**: 24.6%
- **Hispanic**: 26.3%
- **Two or more Races**: 24.6%
- **People of Color**: 28.4%

Source: American Community Survey 5-Year Estimates 2012-16 Wisconsin S1703
**Wisconsin Median Earnings by Educational Attainment**

- Less than high school graduate: $22,317
- High school graduate (includes equivalency): $30,475
- WTCS Short Term Diploma: $31,198
- WTCS One-Year Diploma: $34,629
- WTCS Two-Year Diploma: $37,437
- WTCS Associate Degree: $42,803
- WTCS Apprenticeship: $71,624
- Bachelor's degree: $48,286
- Graduate or professional degree: $61,842

Source: American Community Survey 5-Year Estimates 2012-16 Wisconsin B20004, WTCS Graduate Outcomes Report, & WTCS Apprenticeship Completion Report
Wisconsin Educational Attainment Age 25-64 by Race/Ethnicity

- **White**: 45.9%
- **Black or African American**: 23.5%
- **American Indian or Alaskan Native**: 23.6%
- **Asian**: 52.9%
- **Hispanic or Latino**: 19.7%

Source: American Community Survey 5-Year Estimates 2012-16 Wisconsin *Associate Degree or Higher*
By 2020, 65% of the jobs in the nation will require postsecondary education.

Wisconsin is close to the national average of 65 percent for the share of projected job openings that require education and training beyond high school.

Source: Georgetown University Center on Education and the Workforce Recovery Report
The “Why”: External College Environment

What external realities point to the need for equity in higher education attainment across Wisconsin?
The “Why”: Internal College Environment

How can the WTCS colleges and the Wisconsin community benefit from equity in improved student outcomes?
National benchmarks identify 6-year program completion for public two-year colleges at 24.7%  
Source: National Center for Education Statistics 2008 Cohort
WTCS 6-Year Program Completion by Economic Status

<table>
<thead>
<tr>
<th>Year</th>
<th>Economically Disadvantaged</th>
<th>Not Economically Disadvantaged</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>41%</td>
<td>55%</td>
</tr>
<tr>
<td>2011</td>
<td>39%</td>
<td>56%</td>
</tr>
<tr>
<td>2012</td>
<td>37%</td>
<td>56%</td>
</tr>
</tbody>
</table>
The “Why”: Internal College Environment

How can the WTCS colleges and the Wisconsin community benefit from equity in improved student outcomes?
The “What”
Redesign Takes Time!

College-wide redesign implementation takes time, and it will take even longer to see the impact on lagging indicators of success like program completion.
Early Momentum Indicators:

- Can be used to assess the early success of Guided Pathways implementation;
- Can be measured in just one year; and
- Research suggests as leading indicators of increased program completion.
A Note on Student Success

It is important to keep in mind that two-year college student success is a multi-dimensional concept!

- The Early Momentum Indicators should not be thought to embody all WTCS college student goals
WTCS Early Momentum Indicators

All indicators specific to first-time program students to the college

1. % of Students with a 2.0 GPA or Greater
2. % of Students Retained from the Fall to Spring
3. % of Gatekeeper Courses Successfully Completed
4. % of Students Accumulating Postsecondary Credit
% of Students with a 2.0 GPA or Greater

One of the requirements to maintain financial aid satisfactory academic progress includes that students must maintain a cumulative GPA of a 2.0 or better.

a) True
b) False
One of the requirements to maintain financial aid satisfactory academic progress includes that students must maintain a cumulative GPA of 2.0 or better.

a) True
% of Students Retained from Fall to Spring

Which of the following statements are true:

a) Research suggests that first-time program students who maintain enrollment from fall to spring have higher rates of attaining a credential compared to students who do not maintain fall to spring enrollment in their first year

b) This indicator encourages colleges to monitor enrollment and offer courses based on students academic plans

c) Both (a) and (b)

d) None of the above
% of Students Retained from Fall to Spring

Which of the following statements are true:

a) Research suggests that first-time program students who maintain enrollment from fall to spring have higher rates of attaining a credential compared to students who do not maintain fall to spring enrollment in their first year.

b) This indicator encourages colleges to monitor enrollment and offer courses based on students academic plans.

c) Both (a) and (b)

d) None of the above
Research suggests that program students who passed a college-level math course in the first year are more likely to complete a credential compared to students who did not pass a college-level math course in the first year.

a) True
b) False
Research suggests that program students who passed a college-level math course in the first year are more likely to complete a credential compared to students who did not pass a college-level math course in the first year.

a) True

b) False
WTCS Early Momentum Indicators

% of Students Accumulating Postsecondary Credit

Which of the following statements are true:

a) Research suggests that first-time program students who complete more credits in their first year have higher rates of attaining a credential compared to students who complete fewer credits in their first year

b) Research suggests that program students who complete more credits in their first year paid less for their degree in tuition and fees

c) Both (a) and (b)

d) None of the above
Which of the following statements are true:

a) Research suggests that first-time program students who complete more credits in their first year have higher rates of attaining a credential compared to students who complete fewer credits in their first year

b) Research suggests that program students who complete more credits in their first year paid less for their degree in tuition and fees

c) Both (a) and (b)

d) None of the above
To show this poll

1. Install the app from [pollev.com/app](https://pollev.com/app)
2. Start the presentation

Still not working? Get help at [pollev.com/app/help](https://pollev.com/app/help) or

Open poll in your web browser
Poll Everywhere: Equity in Student Outcomes

1. My college has an established business process where staff routinely convene to review and discuss student outcomes that are disaggregated by economic status, race/ethnicity, and other student characteristics.

2. College student service staff routinely convene to discuss how their services address gaps in student outcomes between student characteristic groups.

3. Closing gaps in student outcomes is part of my college’s current strategic plan/goals.
The purpose of the College Student Success Dashboard is to provide WTCS student success advocates with a one-stop resource to assess student academic progress towards completion, and as a resource to identify college-wide completion gaps. The dashboard was developed in collaboration with the WTCS Office and WTCS College student success advocates.

**Program Completion**
The Program Completion page provides a cohort assessment of new program students who complete any WTCS-approved credential within a number of years.

**2.0 GPA or Greater**
The 2.0 GPA or Greater page provides a system-wide overview of the percent of students enrolled in post-secondary courses who have a cumulative GPA of 2.0 or greater within the academic year.

**Fall To Spring Retention**
The Fall To Spring Retention page provides a system-wide analysis of the percent of students retained in post-secondary courses from the fall to spring semester or who complete a WTCS-approved credential within the academic year.

**General Education Course Completion**
The General Education Course Completion page provides an assessment of system-wide General Education Successful course completion. Successful course completion is defined as completing with a C grade or better or a PP grade in pass/fail courses.

**New Program Student Post-Secondary Credit Completion**
The New Program Student Post-Secondary Credit Completion page provides an assessment of the percent of new program students who have successfully completed post-secondary credits during their first year. Post-secondary credit successful completion is defined as completing with a C grade or better or a PP grade in pass/fail courses.
EFFECTIVE USE OF DATA FRAMEWORK

Step 1:
- Schedule time for college staff to engage in data review and discussion
- Organize college data (i.e., develop data definitions, disaggregate data, identify benchmarks, trend data longitudinally)

Step 2:
- Convene staff and create a reflective environment where data is used for continuous improvement, and not to cast judgement
- Commit to reviewing data with an equity and inclusion lens
- Build data understanding and identify completion gaps before forming solutions

Step 3:
- Explore root causes of completion gaps (i.e. barriers hindering success or limited access to momentum building activities)
- Build hypotheses around the root causes of completion gaps

Step 4:
- Identify evidence-based interventions that address completion gap hypotheses
- Develop an action plan to implement evidence-based interventions; consider college resource limitations and staff professional development needs
- Align resources (grant proposals, staff, etc.) with action plan

Step 5:
- Implement action plan and evidence-based interventions
- Develop a post-implementation evaluation plan
- Reevaluate completion gaps and adjust as needed (i.e., restart framework cycle)

Prepare

Student Success

Convene & Review Data

Explore Root Causes & Develop Hypotheses

Develop An Action Plan

Implement & Evaluate
Data Engagement Activity Goal

- Establishing a “starting point” benchmark for guided pathways implementation assessment
- Identify equity gaps in student outcomes
- Setting quantifiable goals & identifying additional data to support your college monitoring and assessment
Take 15 minutes as a team to:

- Review the “Data Handout Definitions” document;
- Review page 1 and page 2 of the data handouts; and
- Complete page 1 of the “Data Guided Exercises” document.
Take 15 minutes as a team to:

- Review the “Data Handout Definitions” document;
- Review page 3 and page 4 of the data handouts; and
- Complete page 2 of the “Data Guided Exercises” document.
Indicator Review – Reflection & Next Steps

Take **30 minutes** as a team to:
✔ Complete page 3 and 4 of the “Data Guided Exercises” document
What’s Next?

- Provide dashboard access to WTCS Institutional Research - **August**
- Communicate with SSA/ISA about granting dashboard access to staff beyond WTCS Institutional Research – **August**
- Share dashboard training videos and documentation – **September**
- Onsite college/regional trainings if needed – **Fall 2018**
Research References


• Denley, T. (2016, October). Choice architecture, academic foci and guided pathways. Presentation to the AACC Pathways Institute, Denver, CO.