

Guided Pathways: Data for Equity in Student Success



WTCS
Student Success Center

Data for Equity Session Overview

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?

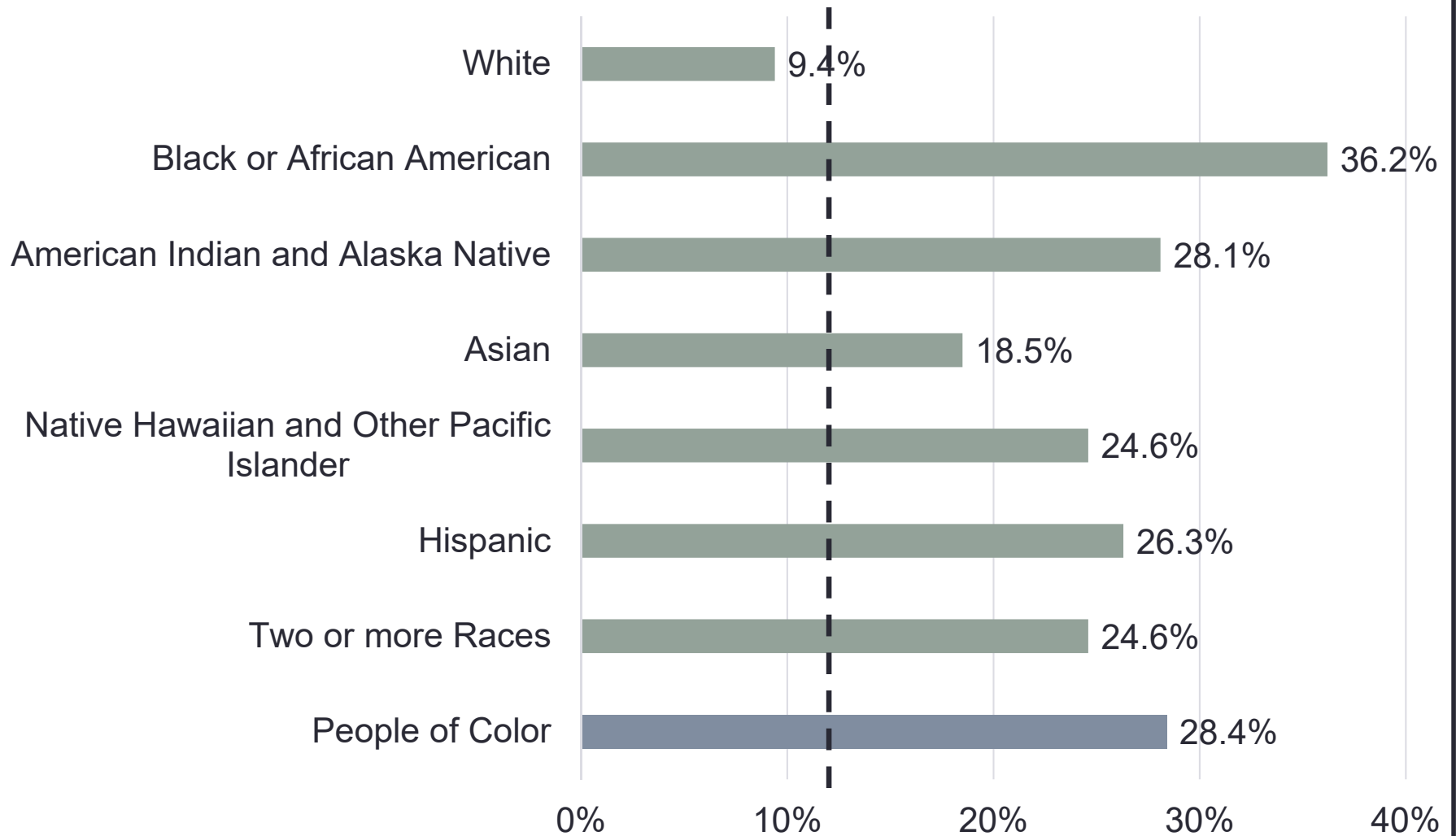


Review college data and identify goals

The “Why”: External College Environment

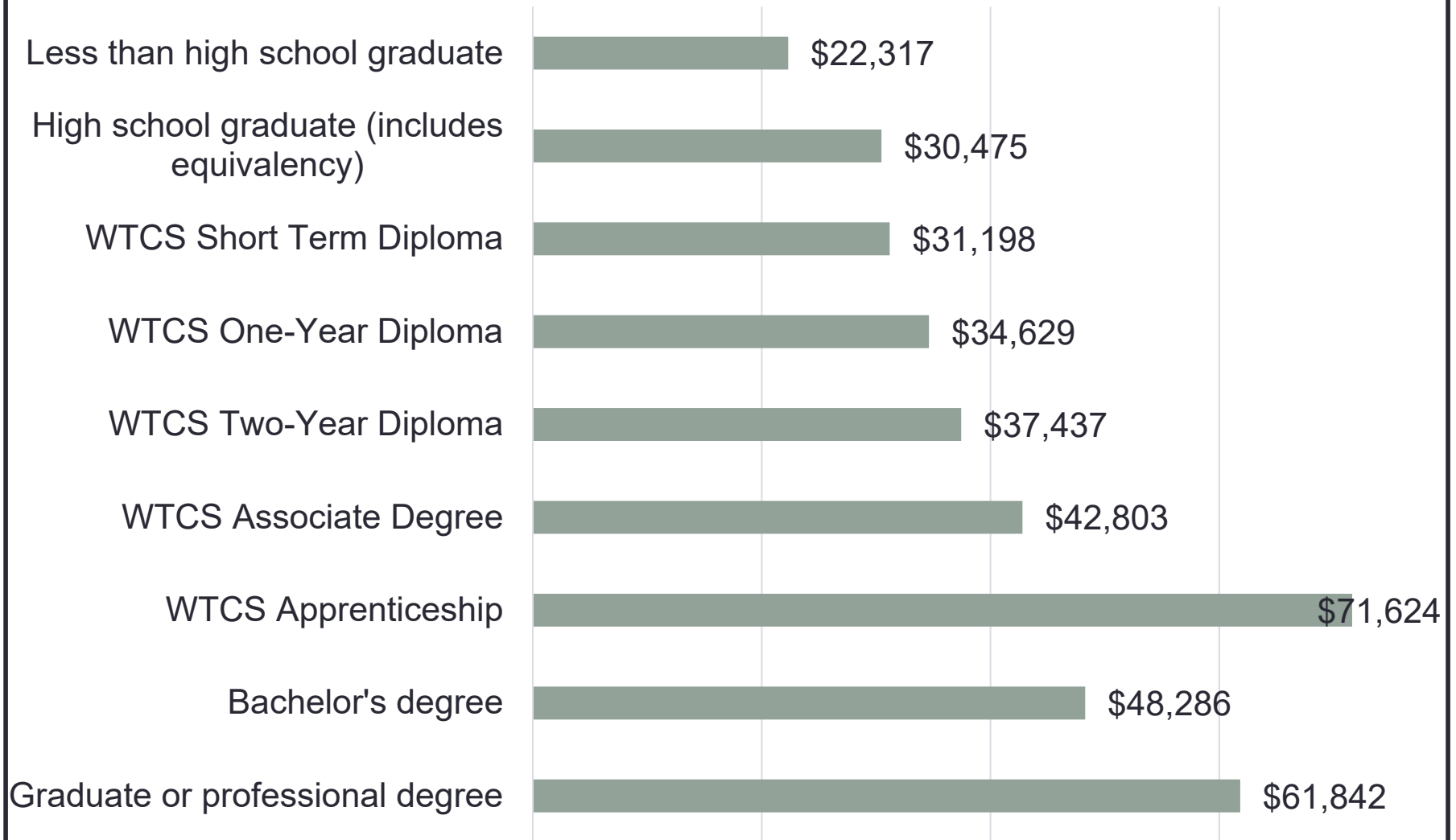
What external realities point to the need for equity in higher education attainment across Wisconsin?

% of Wisconsin Population Below Poverty by Race/Ethnicity



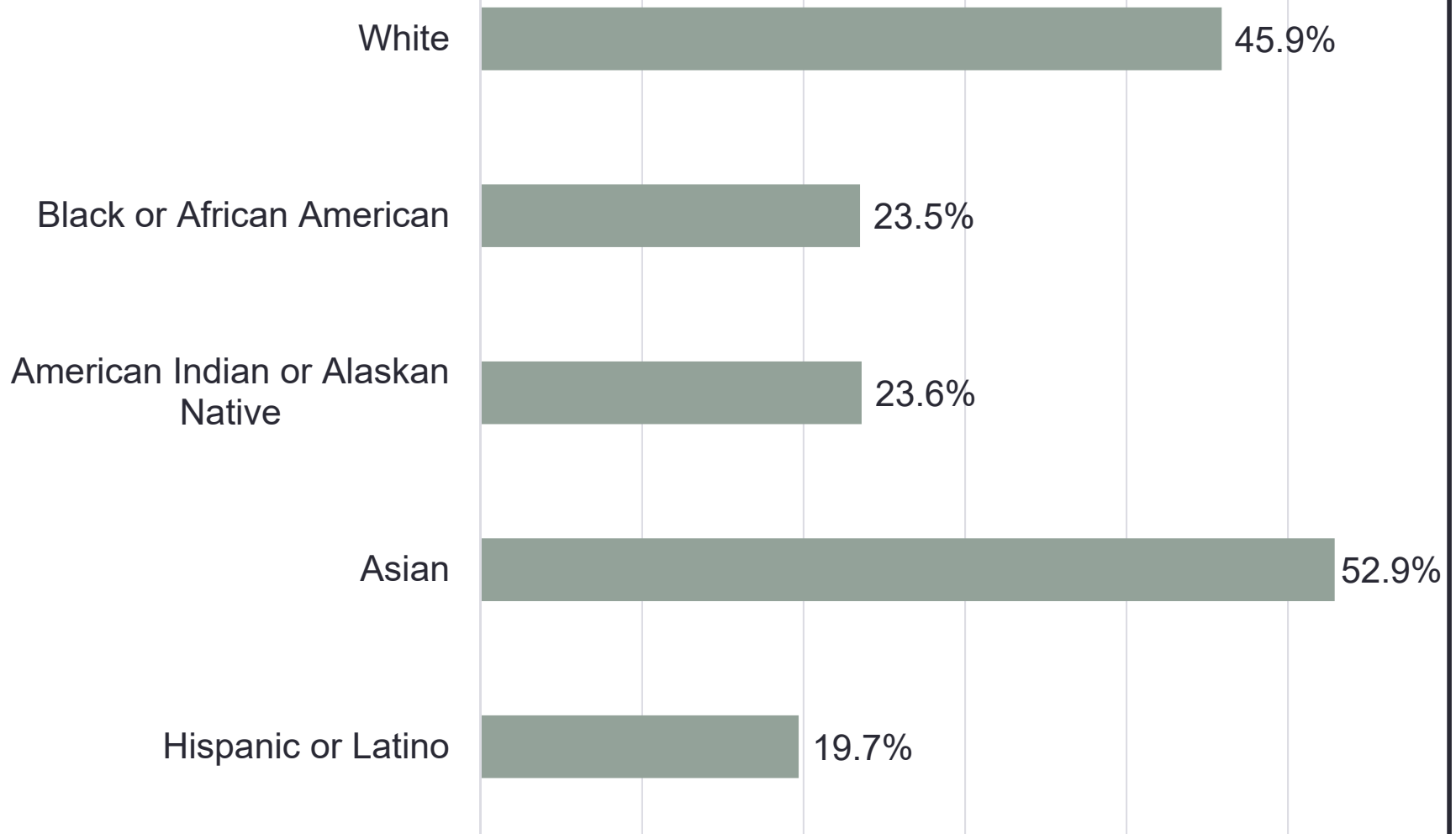
Source: American Community Survey 5-Year Estimates 2012-16 Wisconsin S1703

Wisconsin Median Earnings by Educational Attainment



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

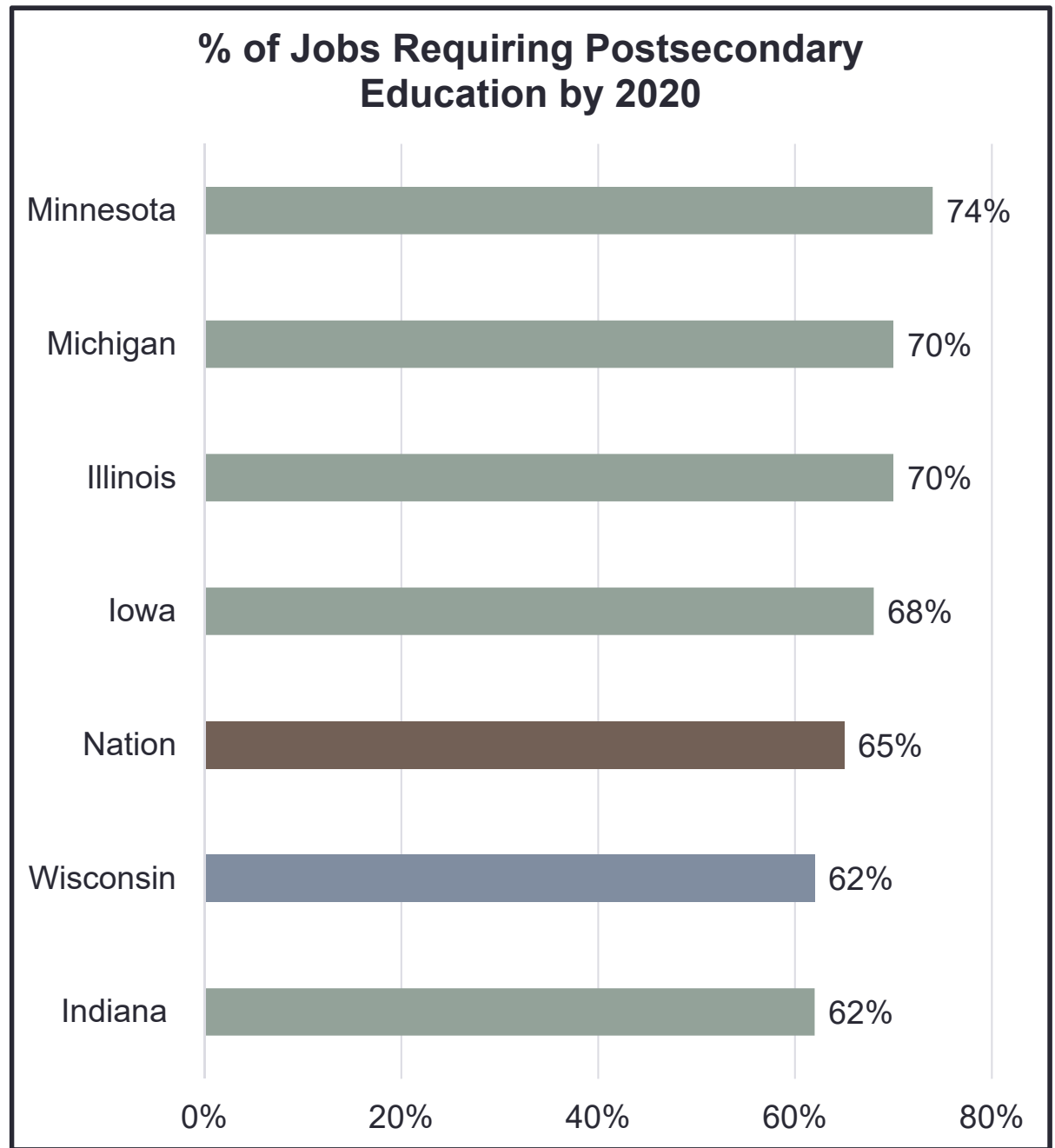


Source: American Community Survey 5-Year Estimates 2012-16 Wisconsin *Associate Degree or Higher

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



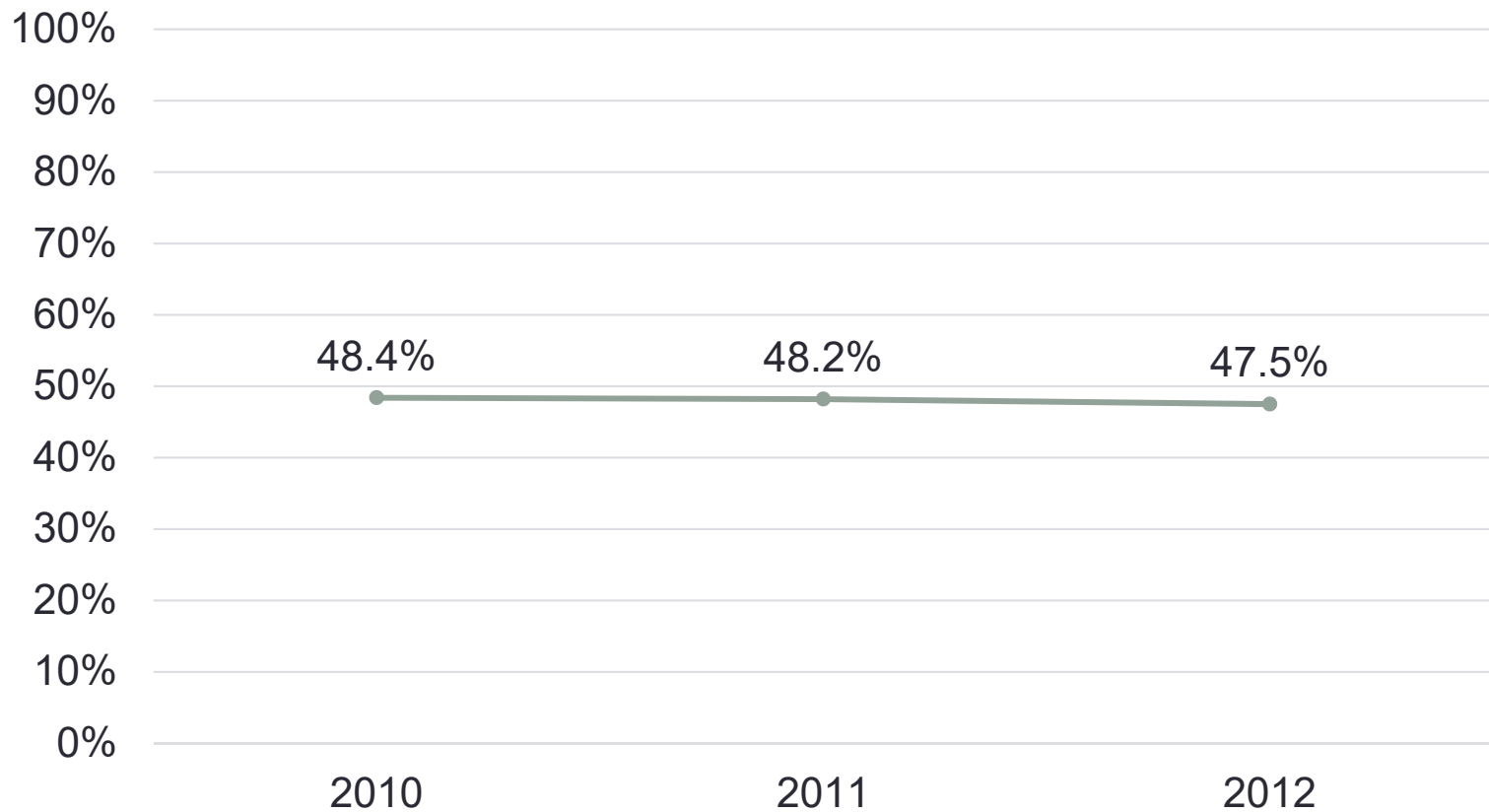
The “Why”: External College Environment

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?

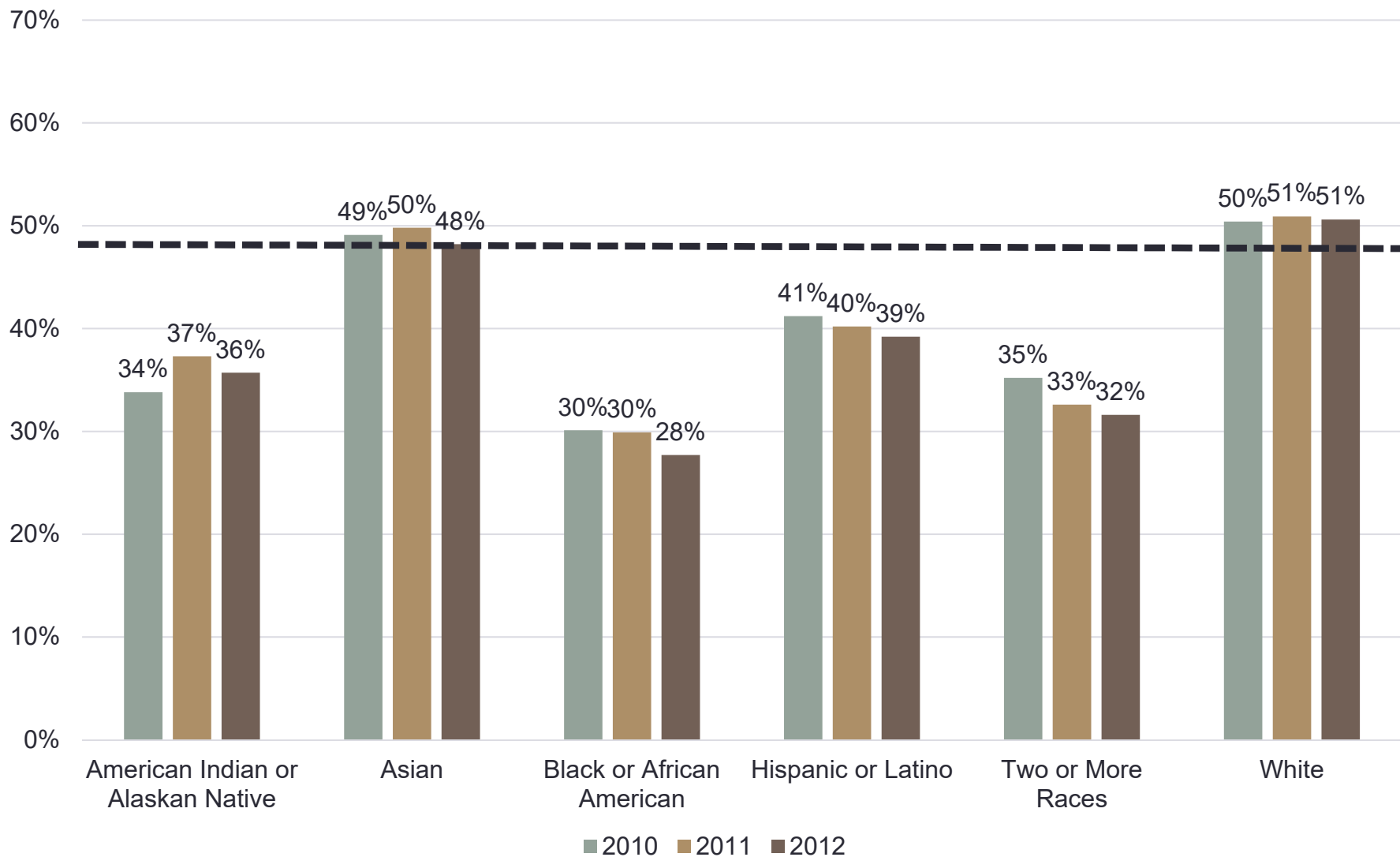
WTCS 6-Year Program Completion



National benchmarks identify 6-year program completion for public two-year colleges at 24.7%

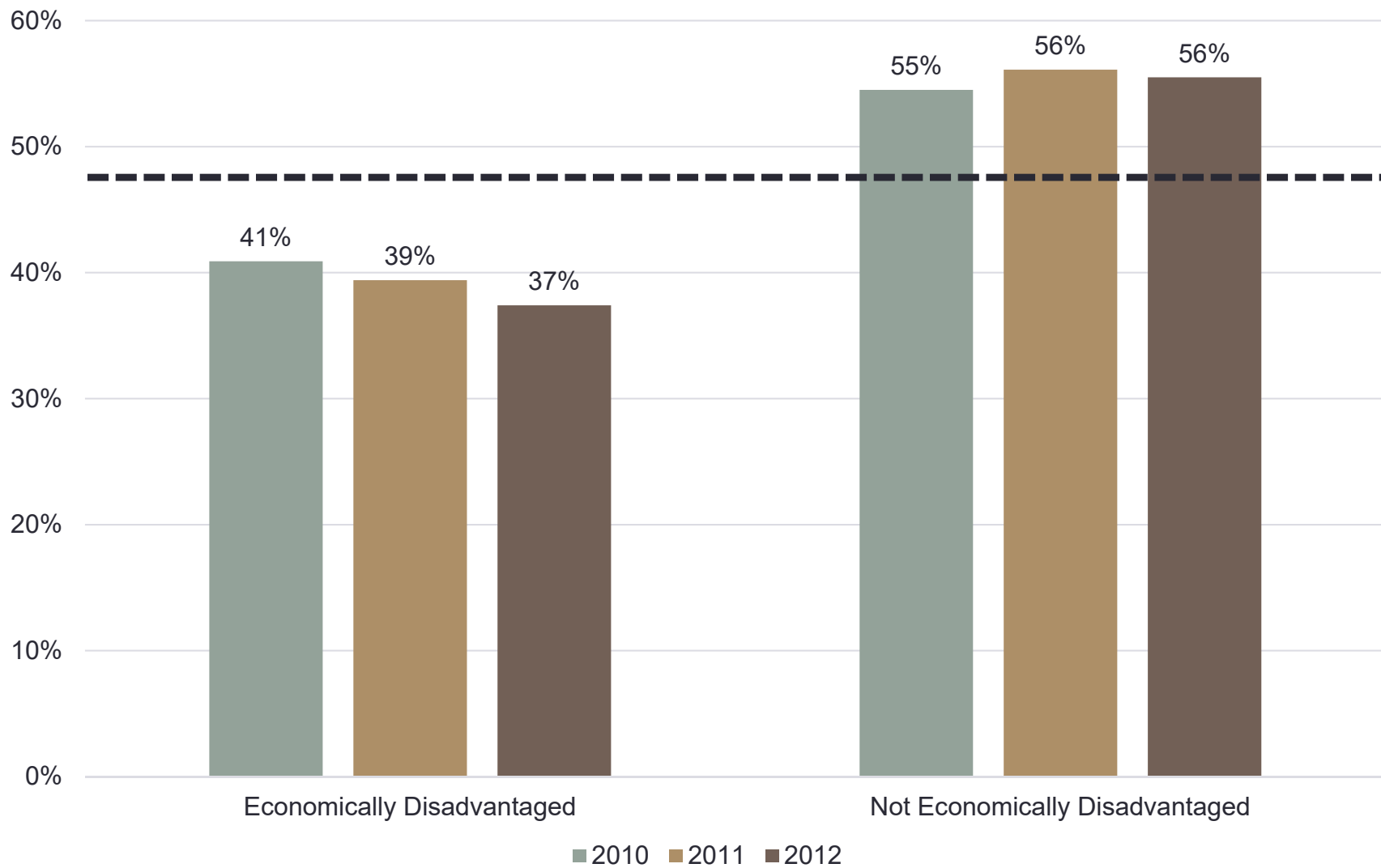
Source: National Center for Education Statistics 2008 Cohort

WTCS 6-Year Program Completion by Race/Ethnicity





WTCS 6-Year Program Completion by Economic Status



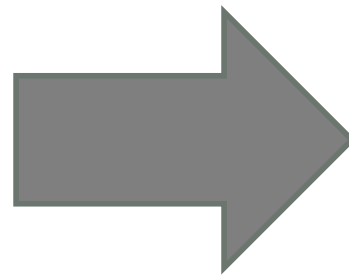
The “Why”: Internal College Environment

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

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

WTCS Early Momentum Indicators

1

% 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

WTCS Early Momentum Indicators

1

% 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

WTCS Early Momentum Indicators

2

% 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

WTCS Early Momentum Indicators

2

% 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

WTCS Early Momentum Indicators

3

% of Gatekeeper Courses Successfully Completed

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

3

% of Gatekeeper Courses Successfully Completed

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

4

% 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

WTCS Early Momentum Indicators

4

% 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



To show this poll

1

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2

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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.

WTCS College-Wide Student Success Dashboard

Student Success Program Completion Program Completion By Stude... 2.0 GPA Or Greater 2.0 GPA Or Greater By Studen... Fall To Spring Retention Fall To Spring Retention By St... General



Student Success Landing Page

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.

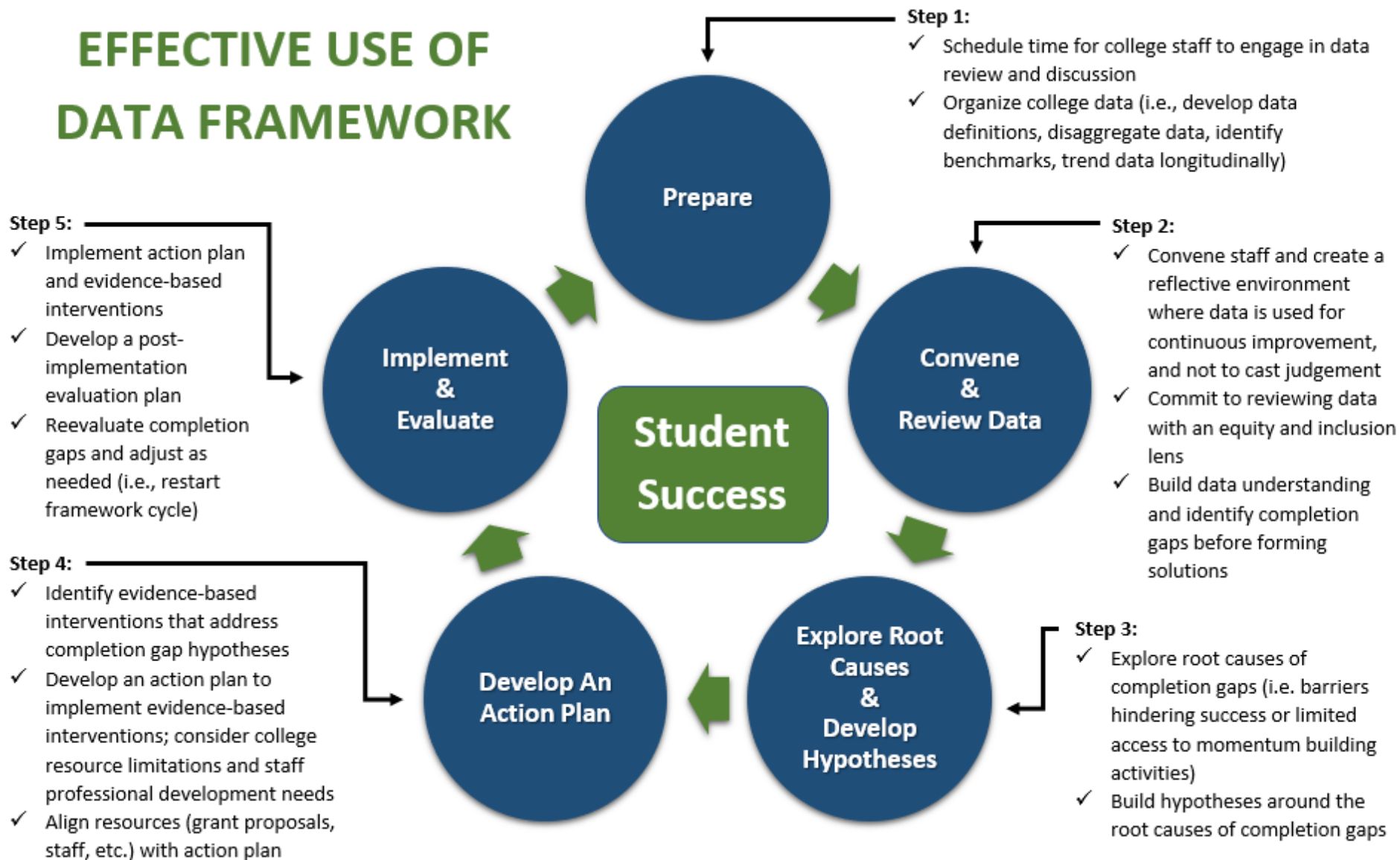
General Education Course Completion

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



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

Indicator Review – GPA 2.0 or Greater

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.

Indicator Review – Fall to Spring Retention

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

- Attewell, P., & Monaghan, D. (2016). How many credits should an undergraduate take? *Research in Higher Education*, 57(6), 682–713.
- Belfield, C., Jenkins, D., & Lahr, H. (2016). *Momentum: The academic and economic value of a 15-credit first-semester course load for college students in Tennessee* (CCRC Working Paper No. 88). New York, NY: Columbia University, Teachers College, Community College Research Center.
- Calcagno, J. C., Crosta, P., Bailey, T., & Jenkins, D. (2007). Stepping stones to a degree: The impact of enrollment pathways and milestones on community college student outcomes. *Research in Higher Education*, 48(7), 775–801.
- Denley, T. (2016, October). *Choice architecture, academic foci and guided pathways*. Presentation to the AACCC Pathways Institute, Denver, CO.