



D3: Data, Discovery, Dialogue

Session 2 Guided Pathways: Connecting
the Dots

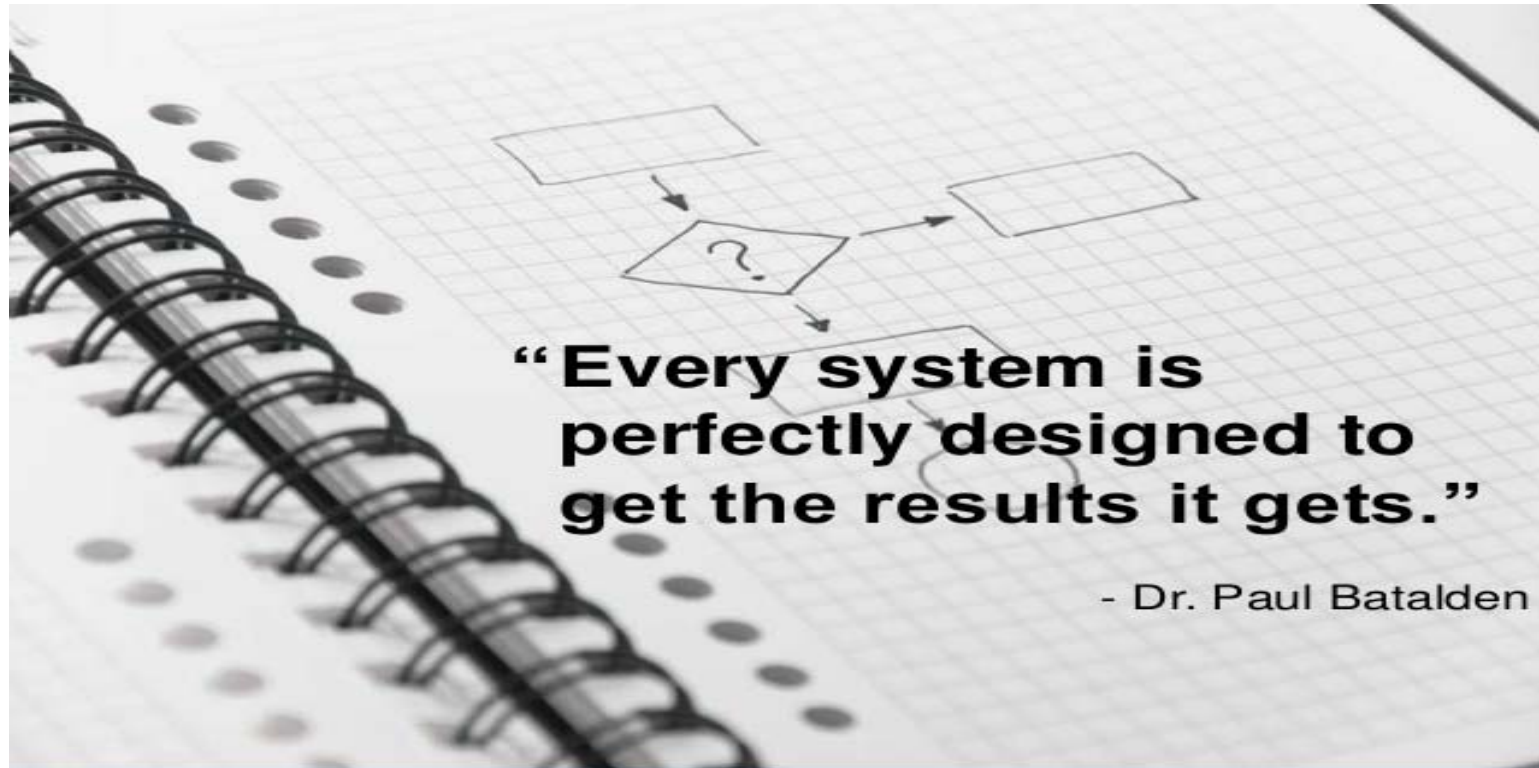
Dr. Bridget Herrin
Associate Dean, Research & Planning

Agenda

- + Overview of Guided Pathways
- + Overview of Tools
- + Group Practice
- + Small group activities
- + Large group debrief
- + Questions

*"Inquiry is a change strategy,
become a researcher of your
own practice"*

-Estela Bensimon



Session Learning Outcomes

- + To build a common foundational understanding of Guided Pathways
- + To look at a proposed framework and explore ways in which metric may influence each other
- + To look at data that measures metrics along various points in the pathways
- + To increase confidence in using publicly available data tools
- + To be able to make meaning out of data and consider action

Pathways 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



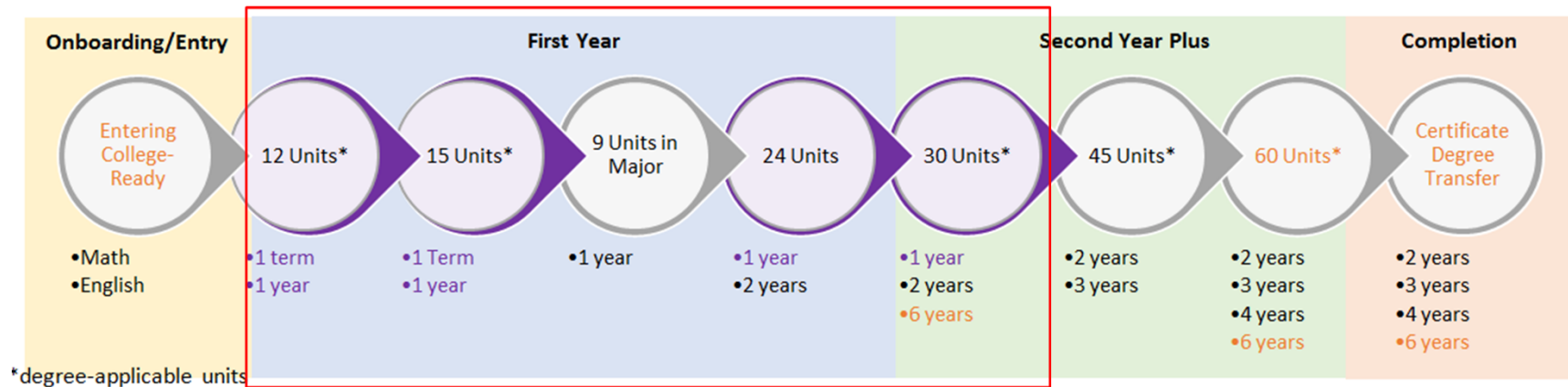
Help Students Stay on Their Path

Ensure Learning

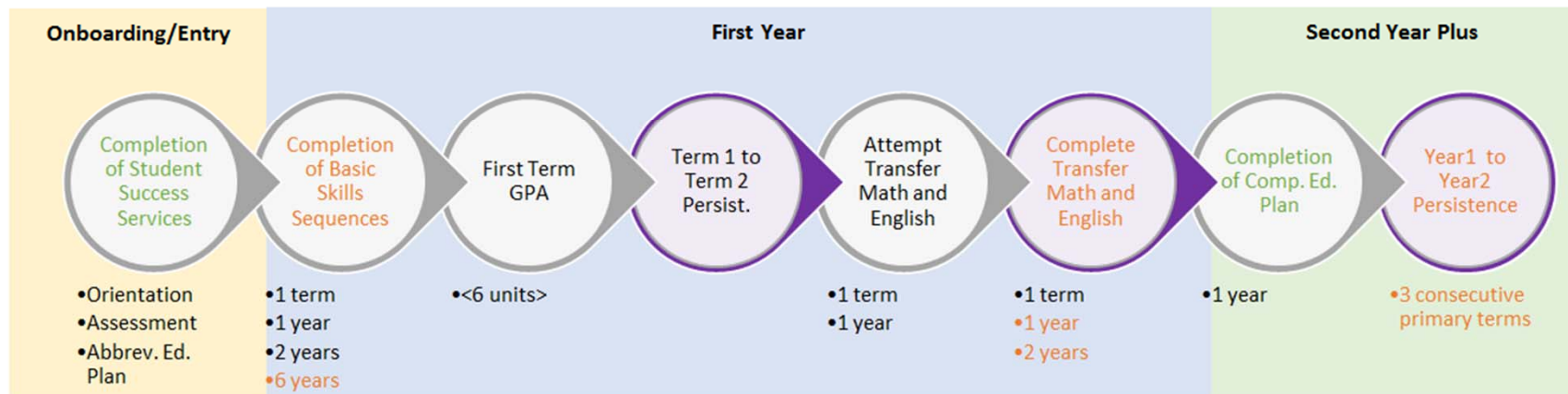


Follow Through, and Ensure that Better Practices are Providing Improved Student Results.

Proposed Pathways framework



Additional Leading Indicators and Formative Assessments



Tools

Local Dashboards:



State Launchboard:



CO DataMart:



Student Success Scorecard:



Comparison of Tools

Other Mesa Dashboards

- + Local data
- + Snapshot in time (course success, awards, enrollment)
- + No cohort tracking (yet!)
- + All students who attend Mesa
- + Many Disaggregations are possible

Launchboard

- + Local data cleaned at state (MIS)
- + Complete Cohort with very few criteria
- + 1 term and 1 year tracking
- + Focuses on first year
- + Limited to ethnicity

Scorecard (CO/Mesa)

- + Local data cleaned at state (MIS)
- + Limited cohorts-strict inclusion criteria
- + 6 year tracking
- + Focuses on completion metrics

Cohort Inclusion

Scorecard

- + Valid SSN
- + Began in CCC system at Mesa
- + Attempted at least 6 units in first 3 years
- + Attempted at least 1 math or English class (transfer/degree behavior) in first 3 years

Cal-PASS

- + All first time students including those who started in HS and are now in College

OR

- + All first time students excluding those who started in HS and are now in College

Practice

- + What Percent of students in the scorecard cohorts enter directly into college-level coursework for both Math and English?
 - + Does that number vary by cohort?
 - + By demographics?



Continue with a Partner

45 minutes



Group Debrief

15 minutes

Questions

