**Part I-a: Using KPI Data to Understand and Monitor Student Progress**

**ADVANCE WORK: TO BE COMPLETED BY COLLEGE BEFORE THE INSTITUTE**

*Instructions: Complete and review the accompanying Excel workbook for reporting KPIs. Then discuss the following questions as a team and enter your team responses prior to the institute.* ***Submit this completed sheet to Coral Noonan-Terry at the Center for Community College Student Engagement (noonan@cccse.org) by September 1, 2017.***

**To be reviewed and augmented during College Team Session #1 at the institute**

| **Guiding Questions** | **College Responses to Guiding Questions –**  |
| --- | --- |
| 1. After examining our data, what one or two specific student outcomes concern the team the most? Why?
 | * The rate of students completing transfer level math or English who place in basic skills math or English;
* The percentage of students who complete a degree, certificate, or transfer.
 |
| 1. What patterns in our student outcomes suggest the need for greater clarity and structure in our program designs?
 | **Basic Skills Math Throughput:** * Very low number and percentage of students who place in basic skills math and complete transfer level math (2.1%)
* Nearly 40% of First Time Freshmen are placing 3 levels below college level math
* Only 5% of students who begin 3 levels below college level math reach transferrable math.
* More than 1000 students assess into the lowest levels of math every year. There are fewer than 200 seats available in those sections.
* High percentage of students who have not taken any math within the first three years (65%)
	+ Only 288 students took any math in their first two semesters (2014 cohort)

**Percentage of students who earn 15+ units in Year One:*** The percentage of students who earn 15+ units in Year one is decreasing (37% in 2013-14 to 32% in 2015-16)
* The percentage of students who attempted 30+ units in Year One dropped dramatically from 2013-14 (16%) to 2015-16 (5%)
 |
| 1. Over the next five years, by how much could we increase our rates of student success on these indicators? By how much could we narrow gaps by race/ethnicity or income?
 | **Basic Skills Math Throughput: three possible scenarios:**a) Increase the number of students who place in basic skills math and complete transfer level math by **5 percentage points** to 10%, still less than half the state median (76 additional students).b) Increase the number of students who place in basic skills math and complete transfer level math by **10 percentage points** to 15%, still 5 percentage points below the state median (211 additional students).c) Increase the number of students who place in basic skills math and complete transfer level math by **15% percentage points** to 20%, closer to the state median (341 additional students).**Percentage of students who attempt 30+ units in Year One:**a) Increase the percentage of students who attempt 30+ units in Year One to **10%,** near the state median (135 additional students).b) Increase the percentage of students who attempt 30+ units in Year One to **15%,** above the state median (270 additional students).c) Increase the percentage of students who attempt 30+ units in Year One to **20%,** well above the state median (540 additional students). |

**Part I-b: Guided Pathways Essential Practices: Scale of Adoption Assessment Tool**

**ADVANCE WORK: TO BE COMPLETED BY COLLEGE BEFORE THE INSTITUTE**

*Instructions: Complete and review as a team the accompanying* Guided Pathways Essential Practices: Scale of Adoption Assessment Tool. ***Submit the completed assessment, with this cover sheet, to Coral Noonan-Terry (noonan@cccse.org) by September 1, 2017.***

**To be reviewed and during College Team Session #1 at the institute**

| **Guiding Questions** | **College Responses to Guiding Questions** |
| --- | --- |
| 1. Based on findings from the Pathways Assessment Tool, what are the most important steps we as a college have made that will help us as we launch into our next phase of transformational change?
 | * There have been significant strides made in the English Developmental sequence, and success rates have increased significantly as well as exit points have been eliminated on the way to transfer level courses.
* Counseling and Student Services areas have greatly increased services to students not only through personnel (e.g. Success Specialists, more counselors) but also through expanded services on both campuses (Mental Health Services, Health Services, Career and Transfer Center, Pathways Centers, etc.)
* FTIC program
* Improved Assessment tools/multiple measures
 |
| 1. On which elements of pathways described in the assessment are we most advanced? On which elements of pathways, if any, are we at “ground zero” for reform?
 | * The institution is most advanced in CTE Pathways, for this concept is not new to those areas of study. The more traditional areas have made headway with the construction of Associate Degrees for Transfer, if there is one in the program; however, we have much opportunity to establish general education pathways that establish broader themes of study that support majors.
* The institution is at “ground zero” with regard to students having immediate access to progress toward certificate or degree. This information is not yet readily available to faculty, counselors, and students so that the necessary supports can be enacted at a moment’s notice.
 |
| 1. Consider the people, policies, and structures that make our institution unique: What are our greatest assets as we launch or advance our pathways work?
 | * Many support services are in place through Student Services, and more are being enacted.
* There are excellent examples of cohorts and pathways in our institution, we just need to have faculty mentor faculty.
* There is great enthusiasm for creating a more direct path for students to achieve their learning goals.
 |

**Part I-c: Leadership for Change: Team Assessment of Challenges and Sense of Urgency**

**ADVANCE WORK: TO BE COMPLETED BY COLLEGE BEFORE THE INSTITUTE**

*Instructions: Discuss the following questions as a team and enter your team responses prior to the institute.* ***Submit this completed sheet to Coral Noonan-Terry at CCCSE (noonan@cccse.org) by September 1, 2017.***

**To be reviewed and during College Team Session #1 at the institute**

| **Guiding Questions** | **College Responses to Guiding Questions** |
| --- | --- |
| 1. What successes have we achieved that we can celebrate to help build momentum for sustained transformational change?
 | * There is heightened awareness surrounding topics of equity, and with the establishment of the UMOJA program, along with professional development for faculty and deans from the Center for Urban Education, there is concerted effort aimed at closing the success gaps between groups.
* There are multiple new services aimed at supporting the entire student (e.g. bus passes, food pantry, Mental Health Services, etc.) that assist in student success.
* Discussion on campus is more student focused than ever, and at the heart of it is an interest in looking at data to determine our situation.
 |
| 1. On what issues, if any, do we as a college have a broadly shared sense of urgency around improving student outcomes?
 | * Continued work in acceleration and noncredit in the areas of math and English.
* Scheduling for access and efficiency
* Supporting students to achieve success
 |
| 1. In what areas do we need to focus on building urgency and buy-in over the next one-to-two years? Who are the most critical audiences/stakeholders?
 | * Training faculty and counselors in “Intrusive Advising” and scaling up the model of using faculty advisors for the majors and free up counselors to do the heavy lifting of counseling students through the difficulties of life and education.
* Developing the general education pathways – faculty conversations will be difficult and crucial
* Innovation in developmental math – most crucial audience is math faculty and curriculum committee
* Continued innovation in developmental English – recent successes will encourage faculty to continue to think creatively about developmental education as related to specific majors and/or programs.
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