CCRC COMMUNITY COLLEGE RESEARCH CENTER

TEACHERS COLLEGE, COLUMBIA UNIVERSITY

Texas Success Center

Accelerating guided pathways reforms by analyzing students' entry into programs of study

Pre-Workshop Webinar on Data Tools

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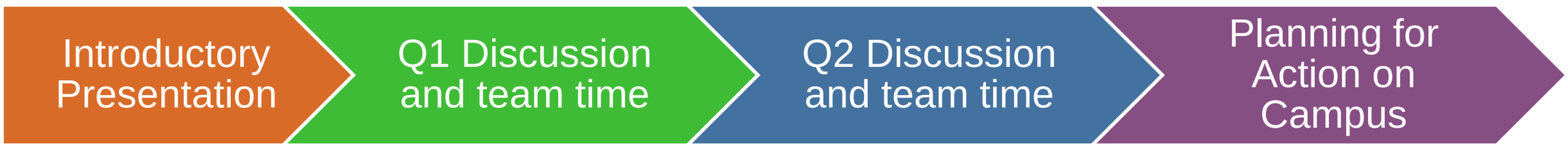
Goal -- Engage college teams in reflection, discussion, and planning around the following questions:

1. What programs are your students enrolled in, and what do they lead to?
2. What first-term courses are students in your highest enrollment programs taking?



Importance of program choice

- Earned degree values are **not equitable** by race, socioeconomic status, or prior education. (Prince, 2015)
- **Significant research** reveals how *race, gender, and socioeconomic status contribute to inequities in program choice* and subsequent *labor market prospects* for students enrolled in *four-year colleges*. (Anderson & Kim, 2006; Carnevale, Fasules, Porter, Landis-Santos, 2016; Castex & Decher, 2014)
- **Limited research** exists regarding *student program choice in community colleges* and inequities that arise as a part of this process.

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Guided Pathways Equity Focus

Representation in Program Enrollments and Completions

Equity in Program Enrollments and Completions

CONNECTION
From interest and application to first enrollment

→

ENTRY
From entry to program choice and entry

→

PROGRESS / COMPLETION
From program entry to completion of program requirements

→

ADVANCEMENT
From completion of credential to career advancement and further education

- Is the college engaging underrepresented students in high schools, adult education, and non-credit programs to explore the college's pathways and pursue a program of study?

- Are underrepresented students entering programs leading to higher remuneration degrees/fields?

- Do patterns of student program switching result in more or less equitable representation in programs leading to high-remuneration degrees and careers?
- Are high- and low-remuneration CC awards being conferred equitably?

- Are post-graduation employment outcomes equitable?
- Are transfer and bachelor's completion outcomes equitable?

Tracking Equity in Pathway Access and Outcomes: Key Questions

Subgroups for equity analysis: Student race/ethnicity, gender, SES, & age

CONNECTION

From interest and application to first enrollment

- Is the college reaching out to help underrepresented students in high schools, adult education, and non-credit programs explore the college's pathways and pursue a program of study?

ENTRY

From entry to program choice and entry

- Are underrepresented students entering programs leading to higher remuneration degrees/fields?

PROGRESS / COMPLETION

From program entry to completion of program requirements

- Do patterns of student program switching result in more or less equitable representation in programs leading to high-remuneration degrees and careers?
- Are high– and low-remuneration CC awards being conferred equitably?

ADVANCEMENT

From completion of credential to career advancement and further education

- Are post-graduation employment outcomes equitable?
- Are transfer and bachelor's completion outcomes equitable?

Why focus on entry program?

- Many students do not persist into the second year
- Many students do not complete
- Many students do not switch programs, and most do not switch across broad categories (e.g., workforce to transfer)
- Under/over-representation in which types of programs students enter is a key mechanism explaining under/over-representation in which types of programs students complete

  (in addition to disparities in persistence and completion)

Data Exercise #1: Top Enrollment Programs

Top Program Enrollments
All Students Enrolled in Fall 2019 (including credit and non-credit enrollments if available, degree- and non-degree-seeking students, first-time and continuing students, full- and part-time students, and current and former dual enrollment high school students).

	(A) Program Name	(B) Student Count	(C) Percent of all Students	(D) Meta-major/ broad area	(E) Workforce / Transfer category	(F) Which student groups are under or overrepresented in this program?
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
All others, N=(unique count of other programs w/ at least 1 student enrolled)						
Total			100%			

Only complete columns A-D prior to the workshop

Categorizing programs and degrees

Workforce / Transfer categories:

- **Workforce – Low**: Program is designed to place students into a relatively low-paying job (e.g., less than $15/hour)
- **Workforce – Middle**: Program is designed to place students into a relatively middle-paying job (e.g., between $15-$25/hr)
- **Workforce – High:** Program is designed to place students into a relatively high-paying job (e.g., more than $25/hr)
- **Transfer – Unstructured**: General transfer programs (e.g., Associates of Arts for Transfer)
- **Transfer – Structured**: Major- or meta-major specific transfer programs, including Associates of Science for Transfer (e.g., AS-Transfer, or AA for Transfer in Business)
- **Undeclared or Unknown** program information
- **Other** (e.g., non-degree seeking, non-credit, dual enrollment)

Data Exercise #2: First-term course enrollments within top programs

First term course enrollments among entrants into top programs

Fall 2019 courses attempted among all **first time** fall 2019 entering students (all students who attempted at least 1 credit-bearing course, **including** degree- and non-degree-seeking, full- and part-time, current and former dual enrollment students), by program. Common courses (e.g., English 101) will likely be in the top 10 for multiple programs.

Example Table:

#3 Program (N= 200 program students): AA- Biology (Transfer)

Rank	Course Title	Course ID	Number of Program Students who took this Course	Percent of Program Students who took this Course
1	*Introduction to Composition*	*ENG101*	*150*	*75% (150/200)*
2	*Student Success*	*COL101*	*150*	*75%*
3	*Intro to Psychology*	*PSY101*	*125*	*62.5%*
4	*Math for Liberal Arts*	*MAT110*	*125*	*62.5%*
5	*Intro to Sociology*	*SOC101*	*100*	*50%*
6	*Statistics*	*MAT120*	*75*	*37.5%*
7	*Ethical Reasoning*	*PHL102*	*50*	*25%*
8	*Contemporary Literature*	*ENG110*	*50*	*25%*
9	*Intro to Criminal Justice*	*SOC130*	*25*	*12.5%*
10	*Biology 1*	*BIO101*	*10*	*5%*
>10	**21** other different courses attempted by at least 1 student from this program			

Your Role: Helping Your Team Move from Questions → Insights → Action Planning

1. Help your team pull out key findings and insights from the two data exercises
2. Help answer questions from your colleagues about the data (cohorts, etc.)
3. Use results from the exercises to engage topics and discussion questions in meaningful ways

Explore your college's results and come to the workshop with some highlights prepared

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Thank you!

Questions?

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