

Moving Past the Numbers

**Ten Data Conversations
Based on LaunchBoard
Data
For All Programs**



CALIFORNIA COMMUNITY COLLEGES
Doing What MATTERS™
FOR JOBS AND THE ECONOMY



LaunchBoard Tabs

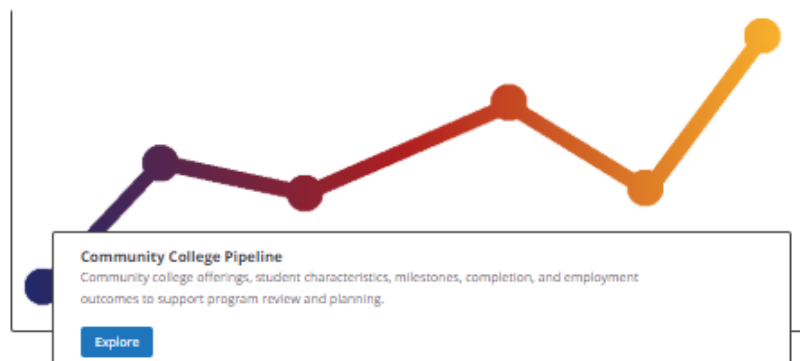
[LaunchBoard Home](#)

[Log Out](#)

Tools for Data-Backed Decisions

The LaunchBoard, a statewide data system supported by the California Community Colleges Chancellor's Office and hosted by Cal-PASS Plus, provides data to California community colleges on progress, employment, and earnings outcomes for both CTE and non-CTE pathways.

This information is intended to facilitate local, regional, and statewide conversations about how to foster economic mobility.



Guided Pathways
First-year momentum points for evaluating college redesign efforts.

[Explore](#)

Strong Workforce Program
Competition and employment data for examining long-term outcomes.

[Explore](#)

K-14 CTE Transitions
Examine outcomes for high school CTE students after they enroll in community college.

[Explore](#)

CTE Outcomes Survey
View student-reported data on post-college outcomes.

[Explore](#)

Leverage data for decision-making
Access infographics, short videos, and guides to learn how to use LaunchBoard information to support educational improvement efforts.

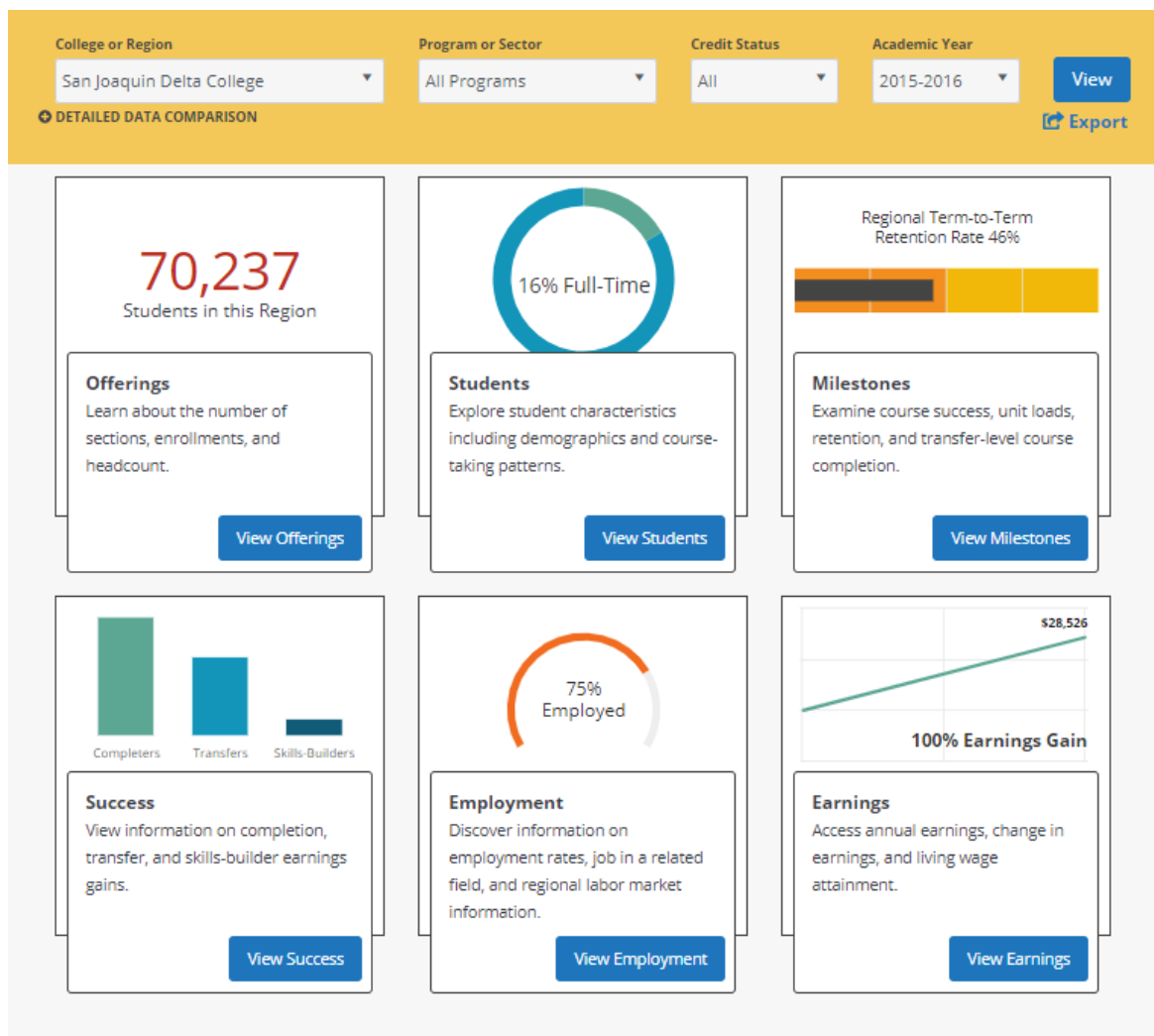
[Explore](#)

Developed in Partnership With





Community College Pipeline





Data Conversations:

1) WHO ARE WE SERVING?



Clarify Your Current Market

Community College Pipeline: Students

[Log Out](#)

College or Region

Program or Sector

Credit Status

Academic Year

View

San Joaquin Delta College

All Programs

All

2015-2016

[DETAILED DATA COMPARISON](#)[Export](#)

[Home](#)[Summary](#)[Detailed Data](#)

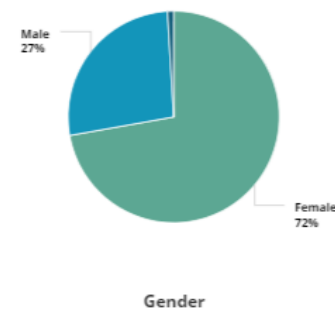
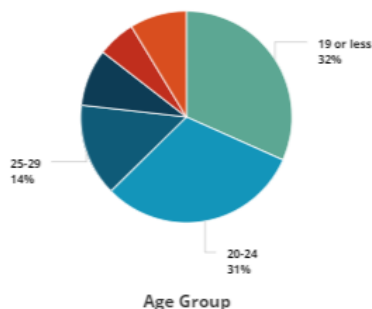
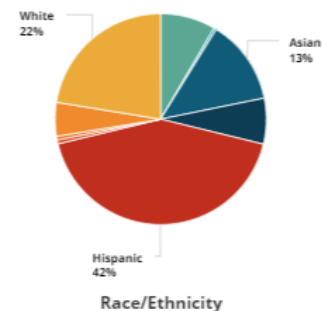
Students

Many different types of students are taking classes in this program area. It may be helpful to tailor your programs based on the type of student.

3% were skills-builders

84% were part-time

11% had previously earned a certificate or degree



Community College Pipeline



Clarify Your Current Market

This information could be used to discuss issues such as:

- Where would additional marketing and outreach be fruitful?
- How could scheduling be adjusted meet the needs of students?
- Does the program content align with the experience level of participants?



Data Conversations:

2) HOW ENGAGED ARE STUDENTS IN THEIR FIRST YEAR?



Understand The Intensity of Course-taking

Participation

Number of Students in the Cohort

2,331

Students

Average Number of Credits Attempted in Year One

21

Units

Average Number of Degree-Applicable Credits Attempted in the Year One

17

Units

View data as percentages

Full-Time Students

40%

Students

View data as percentages

Persisted from Term 1 to Term 2

76%

Students

College-Level Course Success Rate

69%

Students

Guided Pathways Tab



Understand The Intensity of Course-taking

This information could be used to discuss issues such as:

- Why don't students enroll full time?
- Why don't students come back for a second term?
- How many non-degree-applicable courses are students taking and what is the benefit of these courses?



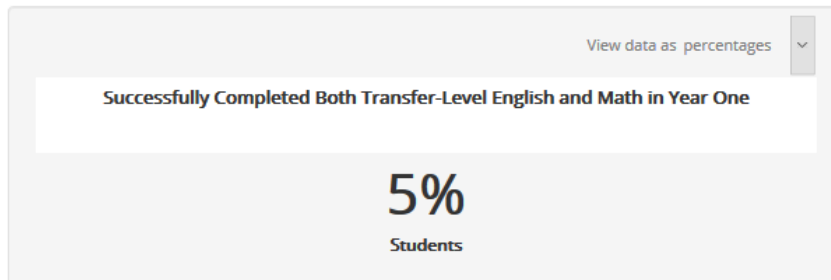
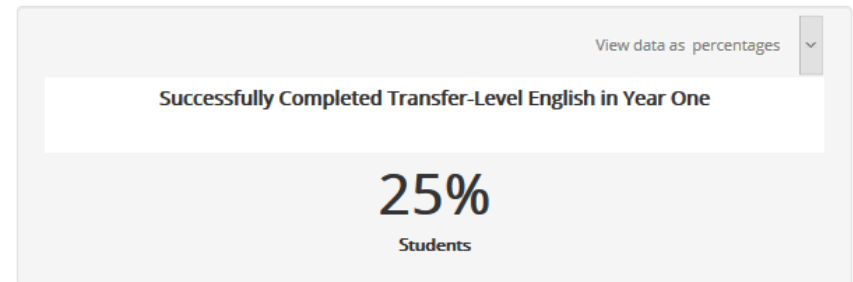
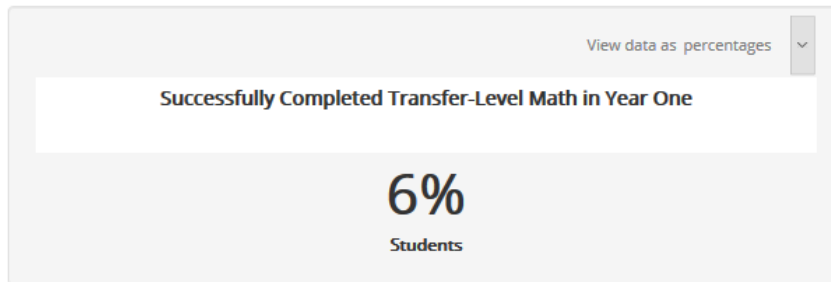
Data Conversations:

3) CAN STUDENTS GET THROUGH TRANSFERABLE MATH AND ENGLISH IN THEIR FIRST YEAR?



Evaluate Basic Skills Practices

Transferrable Math and English Completion Top ↑



Guided Pathways Tab



Evaluate Basic Skills Practices

This information could be used to discuss issues such as:

- How is college readiness evaluated for most students?
- Why are English results so much better than math?
- What types of curriculum are students expected to complete?



Data Conversations:

4) DO WE HAVE STRONG ON-RAMPS TO TRANSFER FOR HIGH SCHOOL CTE STUDENTS?



Examine College Readiness Gaps

Which programs would you like to view?

K-12 District:

Manteca Unified

CTE Pathway:

BROAD - All

12th Grade Year:

2015-2016

View

Cohort Size

College Readiness

College Progress

College Completion

Data Table

Definitions

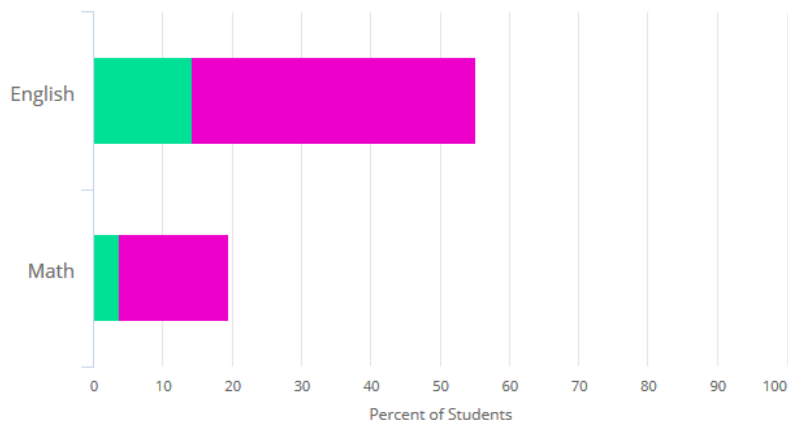
Gap Between College-Level
Readiness and Course-taking

College-Level English

College-Level Math

Gap Between College-Level Readiness and Course-taking

Manteca Unified, BROAD - All, 2015-2016



Ready for College-Level English
Ready for College-Level Math

Took College-Level English
Took College-Level Math

K-14 CTE Transition Tab



Examine College Readiness Gaps

This information could be used to discuss issues such as:

- How could multiple measures be scaled?
- Which math and English skills are needed by CTE students?
- Does curriculum or advising need to be aligned with high school partners?



Data Conversations:

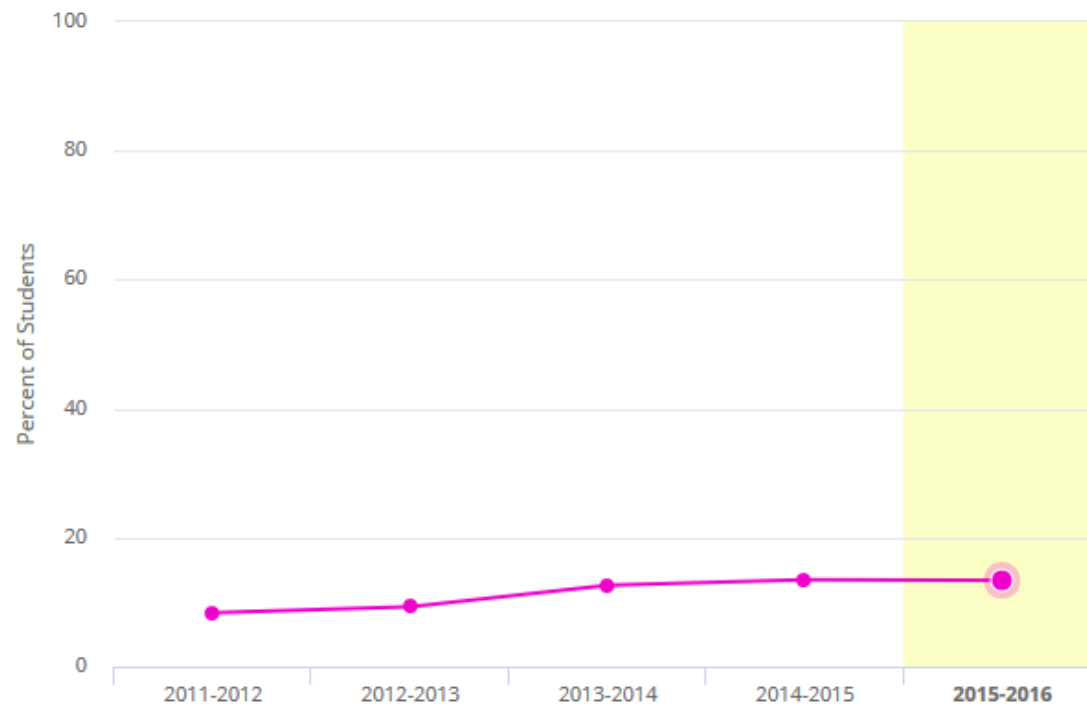
5) ARE OUR STUDENTS ENTERING A PATHWAY IN THEIR FIRST YEAR?



Examine First Year Pathway Progress

Completed More than 8 Units in a Related Pathway

● Manteca Unified, BROAD - All, 2015-2016



K-14 CTE Transition Tab



Examine First Year Pathway Progress

This information could be used to discuss issues such as:

- What is the ideal balance of basic skills and major courses in the first year?
- Does scheduling allow students to make progress in a year?
- How could students be informed about courses relevant to their major?



Data Conversations:

6) WHERE ARE THERE EQUITY GAPS?



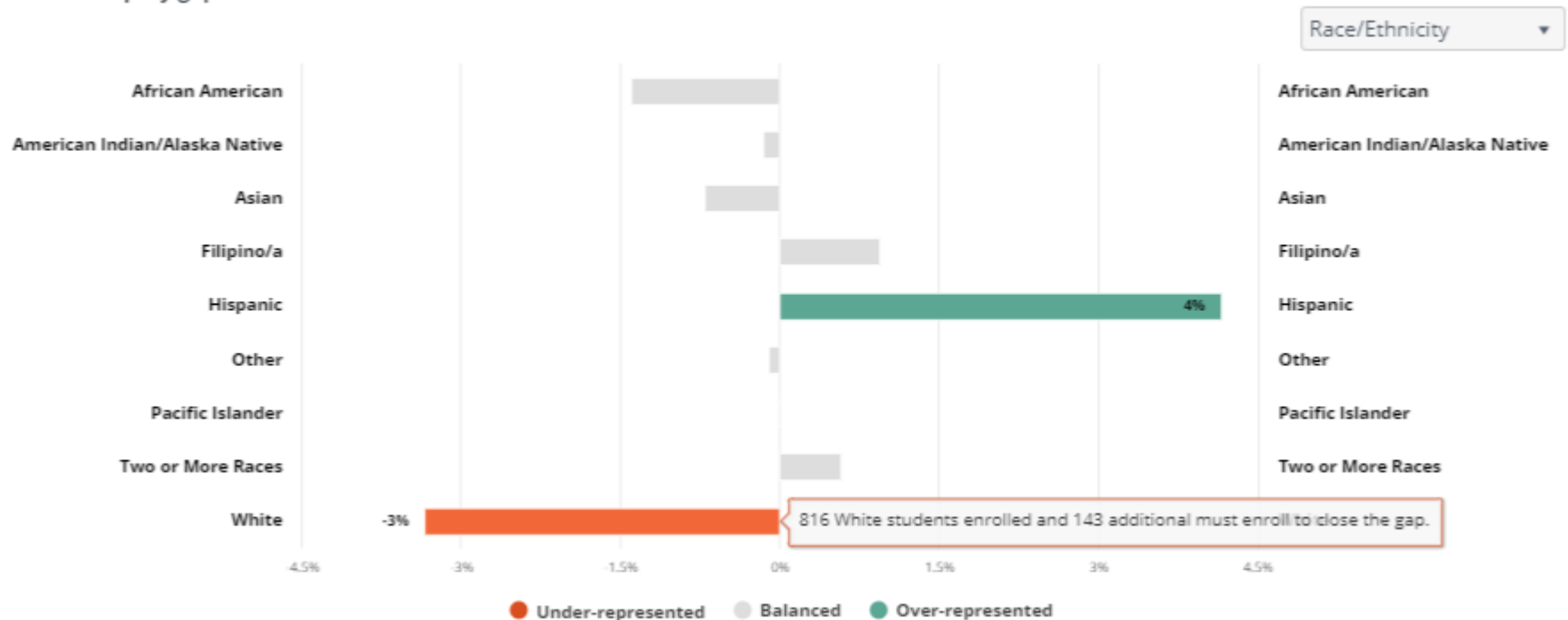
Examine Gaps in Access and Success

Community College Pipeline: Students [Log Out](#)

College or Region: Program or Sector: Credit Status: Academic Year: [View](#)

[DETAILED DATA COMPARISON](#) [Export](#)

Are there equity gaps in access?



Community College Pipeline



Examine Gaps in Access and Success

Community College Pipeline: SuccessLog Out

College or Region
San Joaquin Delta College

Program or Sector
Chemistry, General (19...

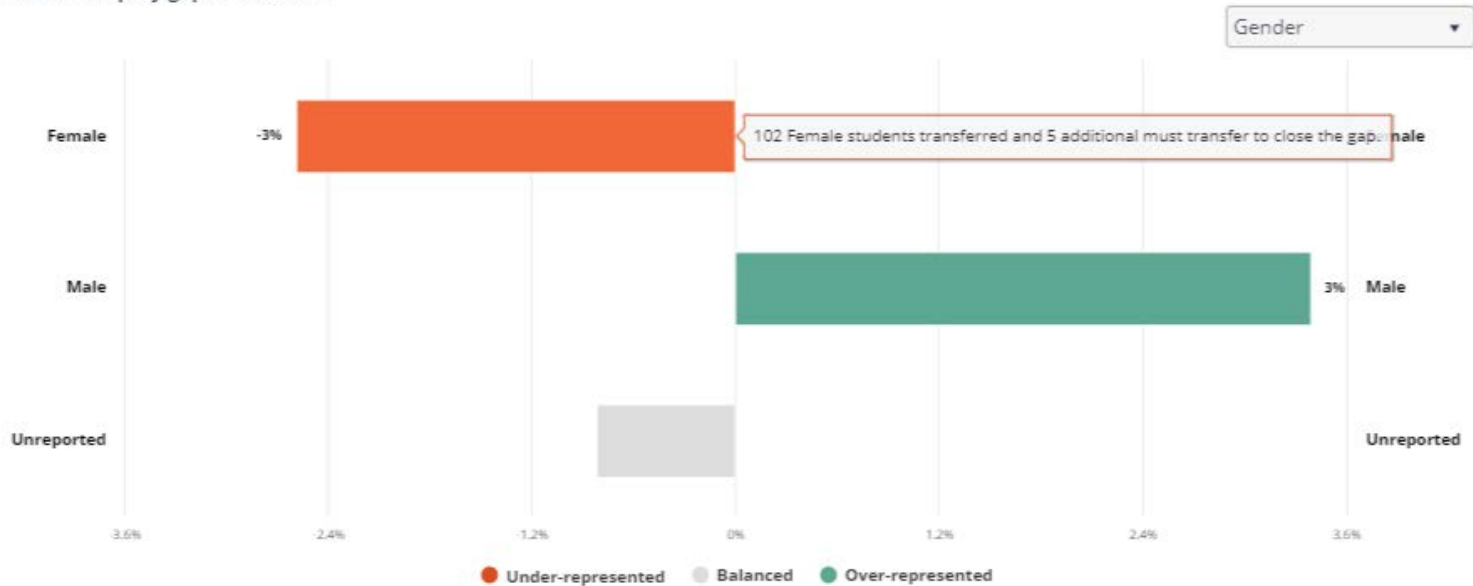
Credit Status
All

Academic Year
2015-2016

View

[DETAILED DATA COMPARISON](#)[Export](#)

Are there equity gaps in transfer?



Community College Pipeline



Focus On How to Close Gaps

This information could be used to discuss issues such as:

- How could targeted marketing and outreach increase program access?
- What level of effort is needed to close gaps?
- What are lessons learned from programs that have minimized gaps?



Data Conversations:

7) HOW DOES MY PROGRAM FIT INTO LONGER-TERM PATHWAYS?



Examine Longer-Term Educational Options

Community College Pipeline: Students

Log Out

College or Region

San Joaquin Delta College

Program or Sector

Psychology, General (2...

Credit Status

All

Academic Year

2015-2016

View

Export

DETAILED DATA COMPARISON

Students who transfer and earn a bachelor's degree could pursue the following careers:

Industrial-Organizational Psychologists **Psychologists, All Other**
Managers, All Other
Clinical, Counseling, and School Psychologists

College or Region

San Joaquin Delta College

Program or Sector

Chemistry, General (19...

Credit Status

All

Academic Year

2015-2016

View

Export

DETAILED DATA COMPARISON

Students who transfer and earn a bachelor's degree could pursue the following careers:

Secondary School Teachers, Except Special and Career/Technical Education
Natural Sciences Managers
Chemists

Community College Pipeline



Develop Long-Term Pathways

This information could be used to discuss issues such as:

- Do existing offerings fit into a stackable pathway?
- Can short term programs be linked to transfer pathways?
- How could the value of ongoing education be communicated to students?



Data Conversations:

8) WHICH PATHWAYS ARE IMPROVING EARNINGS?



Clarify How College Impacts Employment

Community College Pipeline: Employment

[Log Out](#)

College or Region

San Joaquin Delta College

Program or Sector

SECTOR - Education an...

Credit Status

All

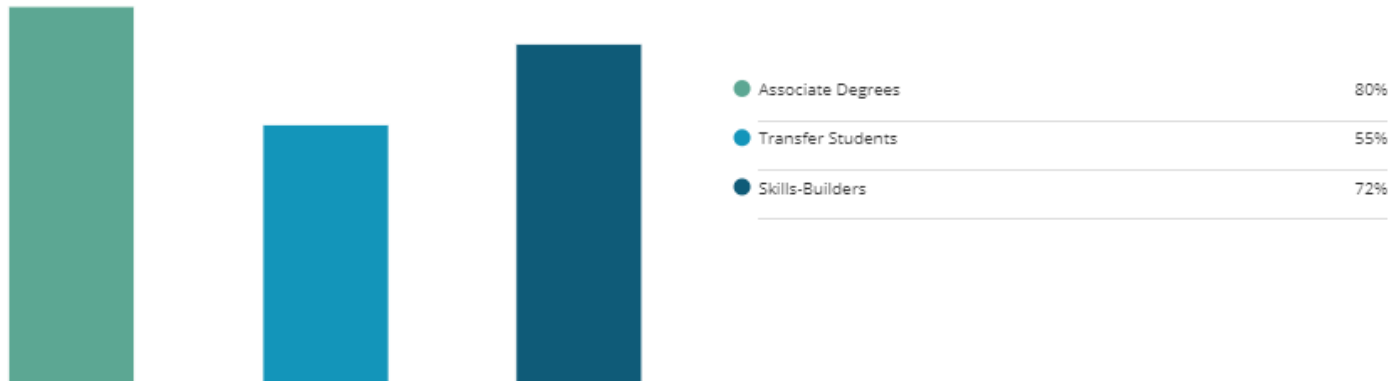
Academic Year

2015-2016

View

[+ DETAILED DATA COMPARISON](#)[Export](#)

Are some students more likely to be employed?



Community College Pipeline



Clarify How College Impacts Employment

This information could be used to discuss issues such as:

- What is enabling or hindering students from getting the jobs they trained for?
- Does college seem to be helping students secure economic mobility?
- How could more students attain a living wage?

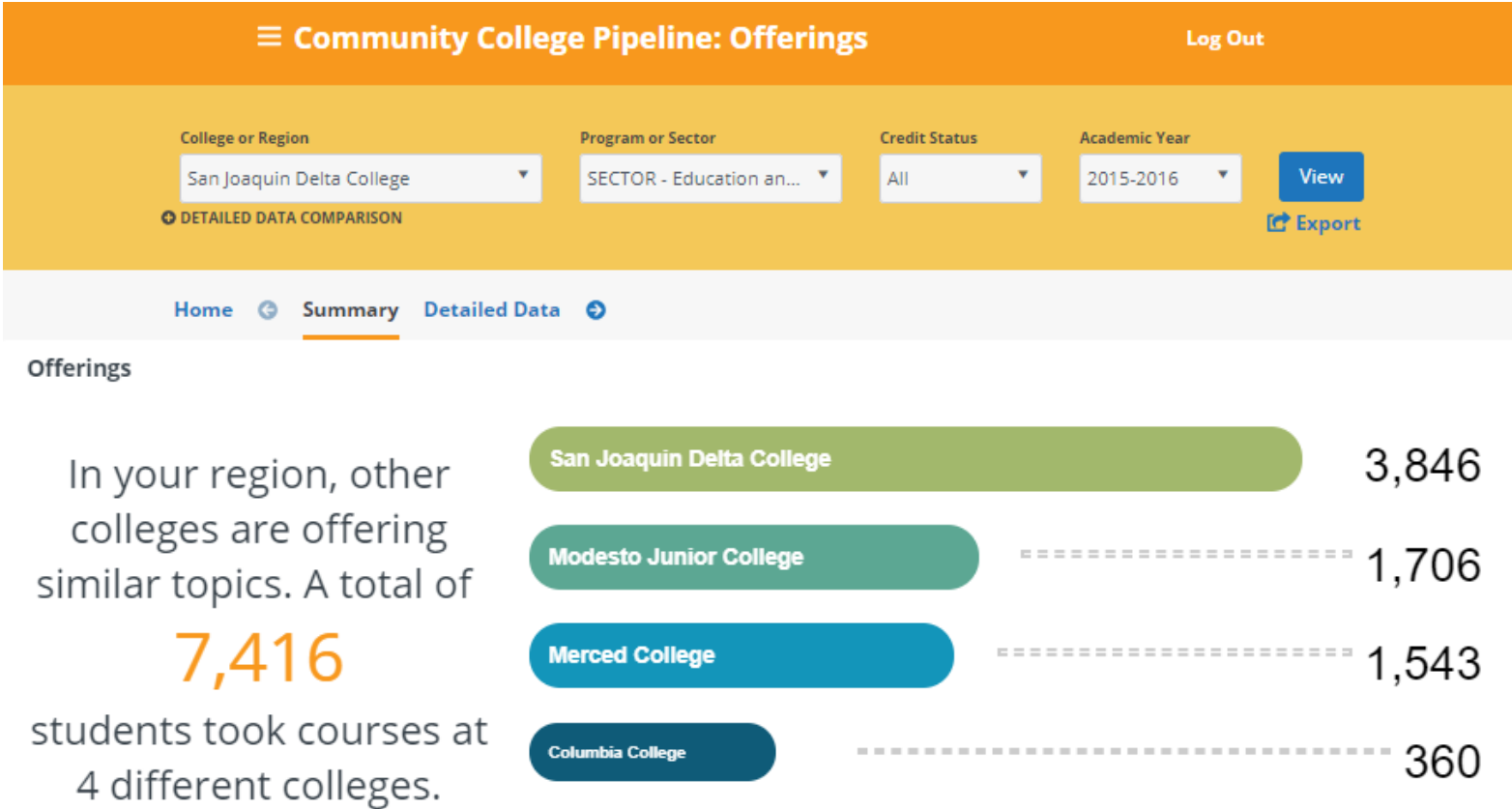


Data Conversations:

9) HOW DOES MY PROGRAM FIT INTO THE REGIONAL CONTEXT?



Understand Who Else Offers Programs





Understand Who Else Offers Programs

This information could be used to discuss issues such as:

- Is the region flooding the job market?
- How does curriculum at my college relate to offerings at other colleges?
- What action could be taken to support swirling students in attaining completion?



Data Conversations:

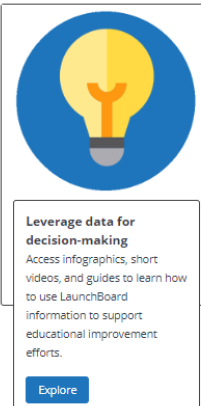
10) WHERE DOES THIS INFORMATION COME FROM?



Build Data Literacy

^ Resources

- ✓ BRIEF: CTE LaunchBoard FAQ
- ✓ BRIEF: Key Talent Support for the Strong Workforce Program
- ✓ BRIEF: LaunchBoard Demo
- ✓ BRIEF: LaunchBoard Validation Strategies
- ✓ BRIEF: Understanding TOP Codes
- ✓ BRIEF: What Are the Data Sources for the LaunchBoard?
- ✓ BRIEF: What Types of CTE Data Are Available?
- ✓ BRIEF: Which Data Tool Should I Use?
- ✓ GUIDE: Determining Whether there is Missing Data in the LaunchBoard
- ✓ INFOGRAPHIC: What Are the Data Sources in the LaunchBoard?
- ✓ INFOGRAPHIC: What Types of CTE Data Are Available?



CTE Data Unlocked Resources

What Do You Need To Do?	<input type="text" value="All Usage Types"/>
What Is Your Role?	<input type="text" value="All User Roles"/>
What Type Of Resource Are You Interested In?	<input type="text" value="All formats"/>
Find My Resources	
Search by Keyword(s): <small>use commas to separate words or phrases; two words separated only by a space will be searched as a phrase</small>	
<input type="text"/>	



Build Data Literacy

This information could be used to discuss issues such as:

- How should we evaluate and triangulate data sources?
- How can we pair qualitative and quantitative information to better interpret results?
- How can we move past methodology to discussing results?