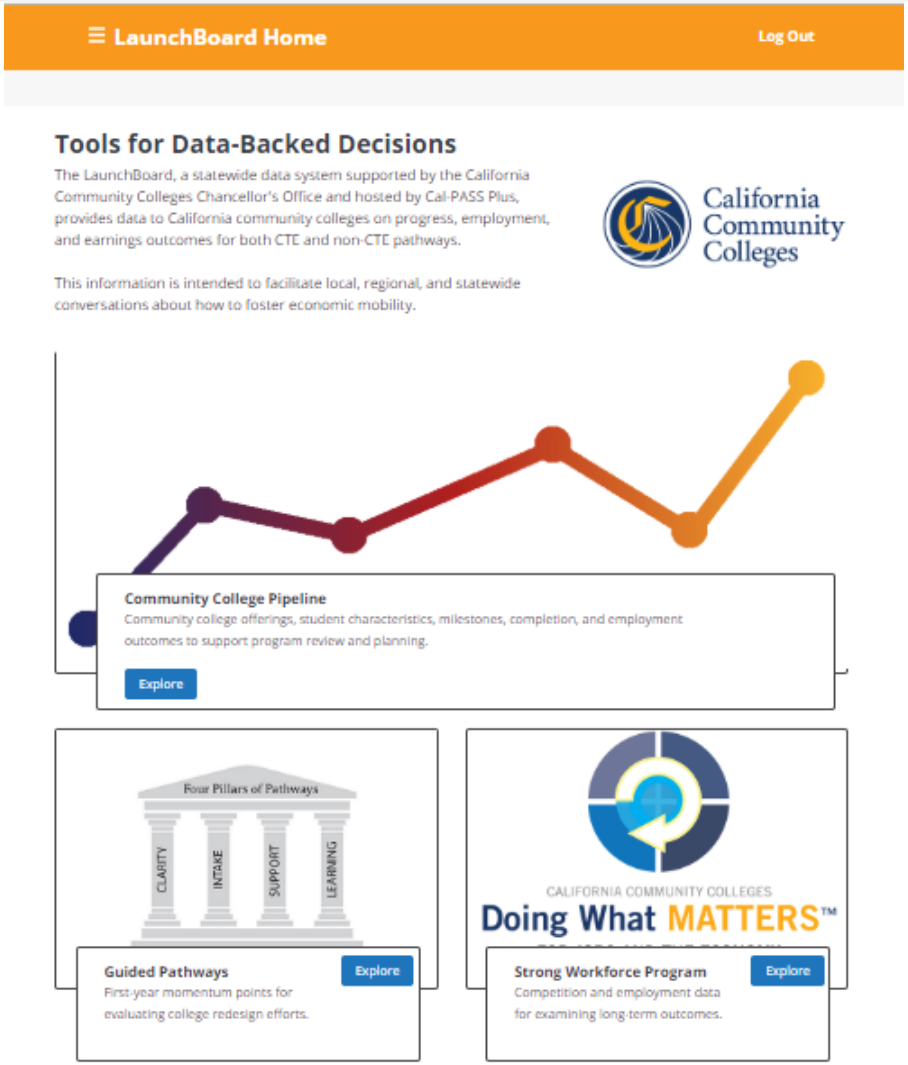
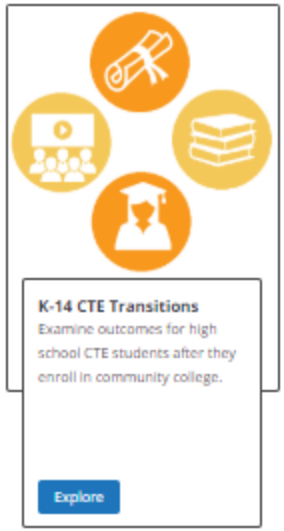
Moving Past the Numbers

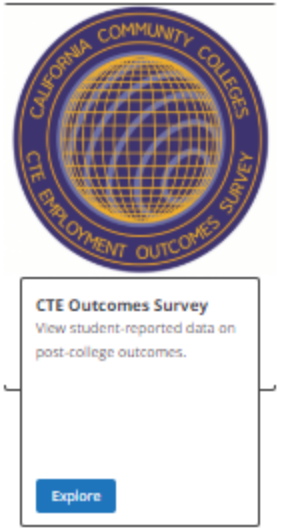
Ten Data Conversations Based on LaunchBoard Data For All Programs

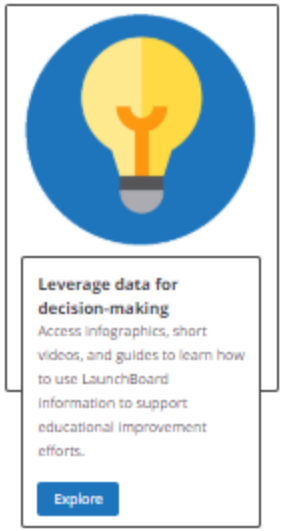
CALIFORNIA COMMUNITY COLLEGES
Doing What MATTERS™
FOR JOBS AND THE ECONOMY

LaunchBoard Tabs





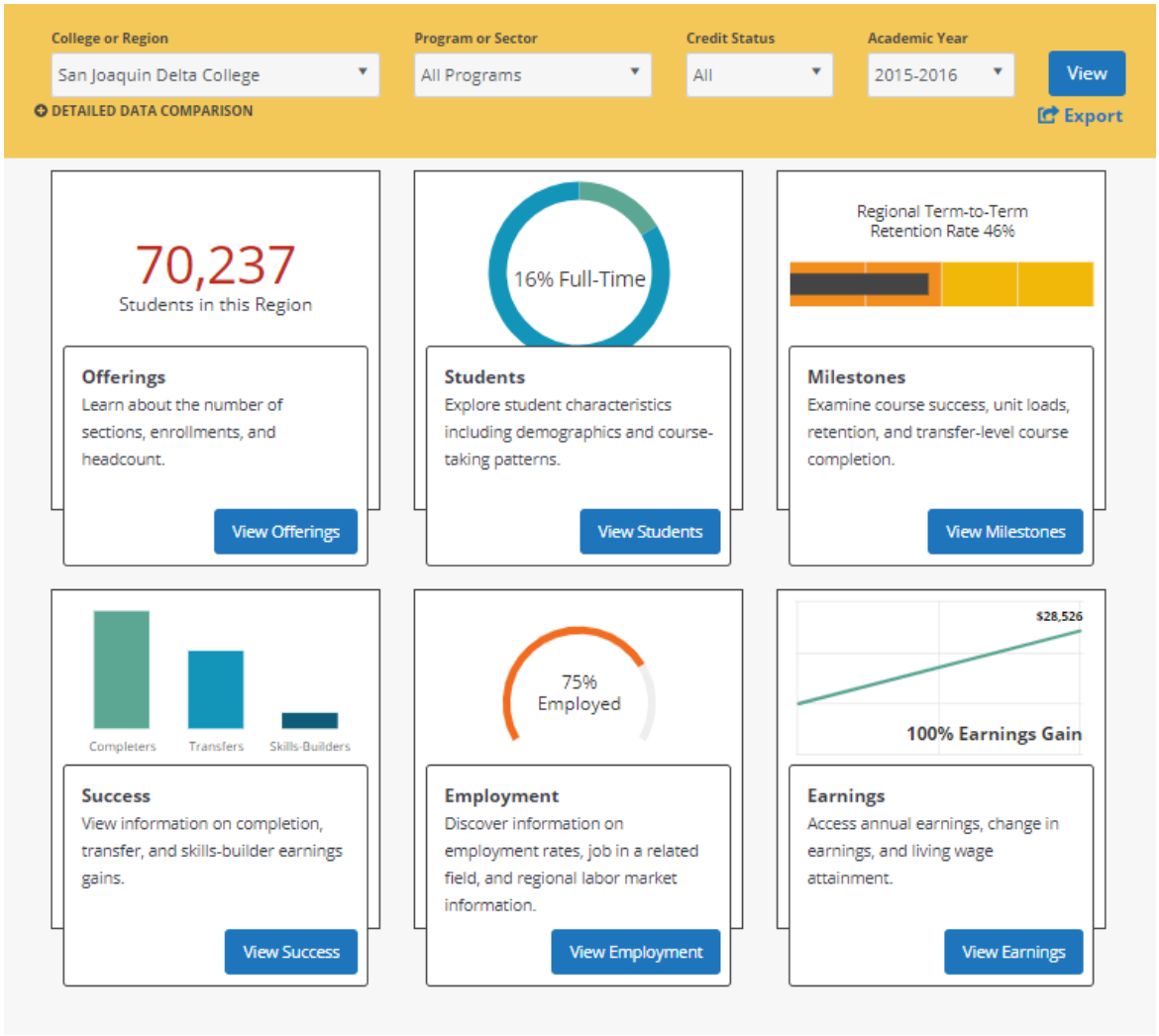




Developed in Partnership With

San Joaquin Delta College · ERP · Educational Results Partnership · theRPgroup · WestEd · C·O·E

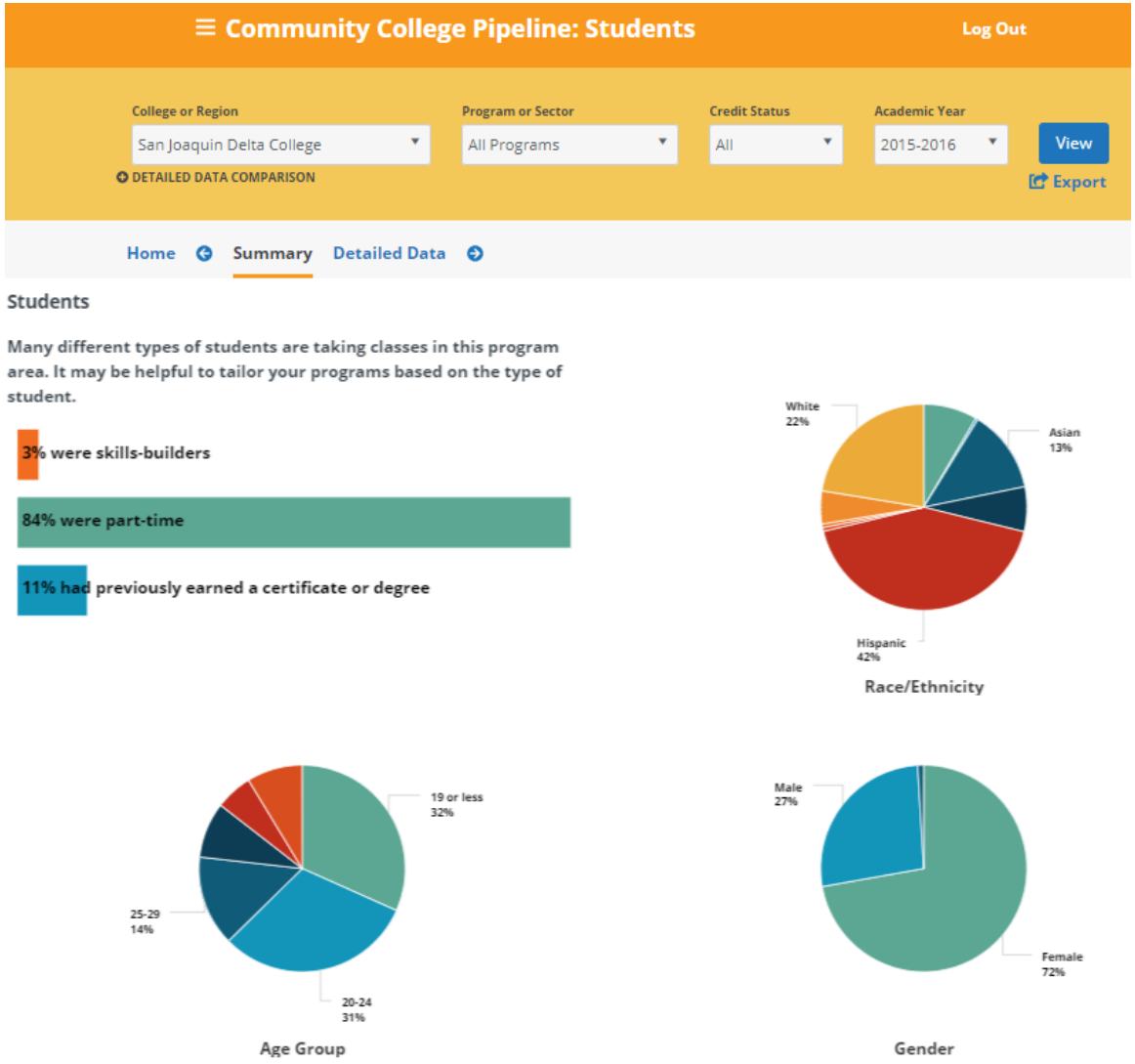
Community College Pipeline



Data Conversations:

1) WHO ARE WE SERVING?

Clarify Your Current Market



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

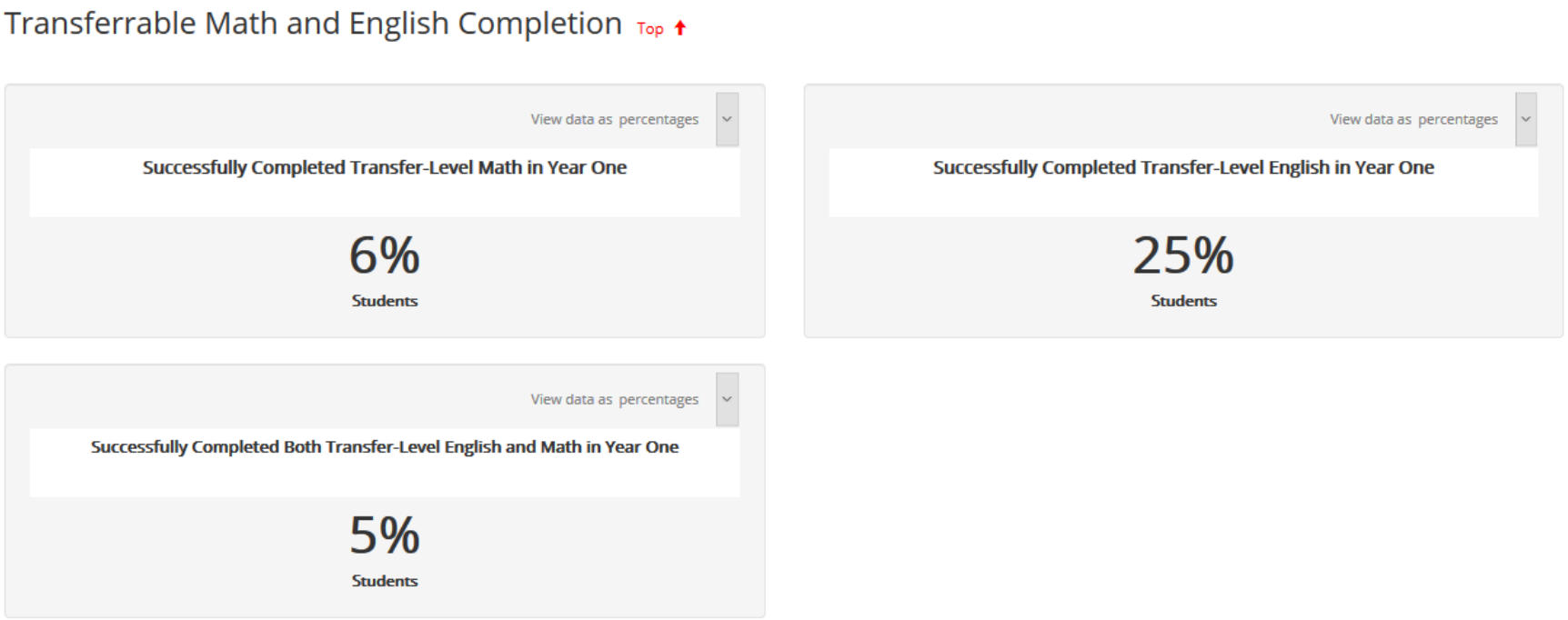
This information could be used to discuss issues such as:

- 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



Guided Pathways Tab

Evaluate Basic Skills Practices

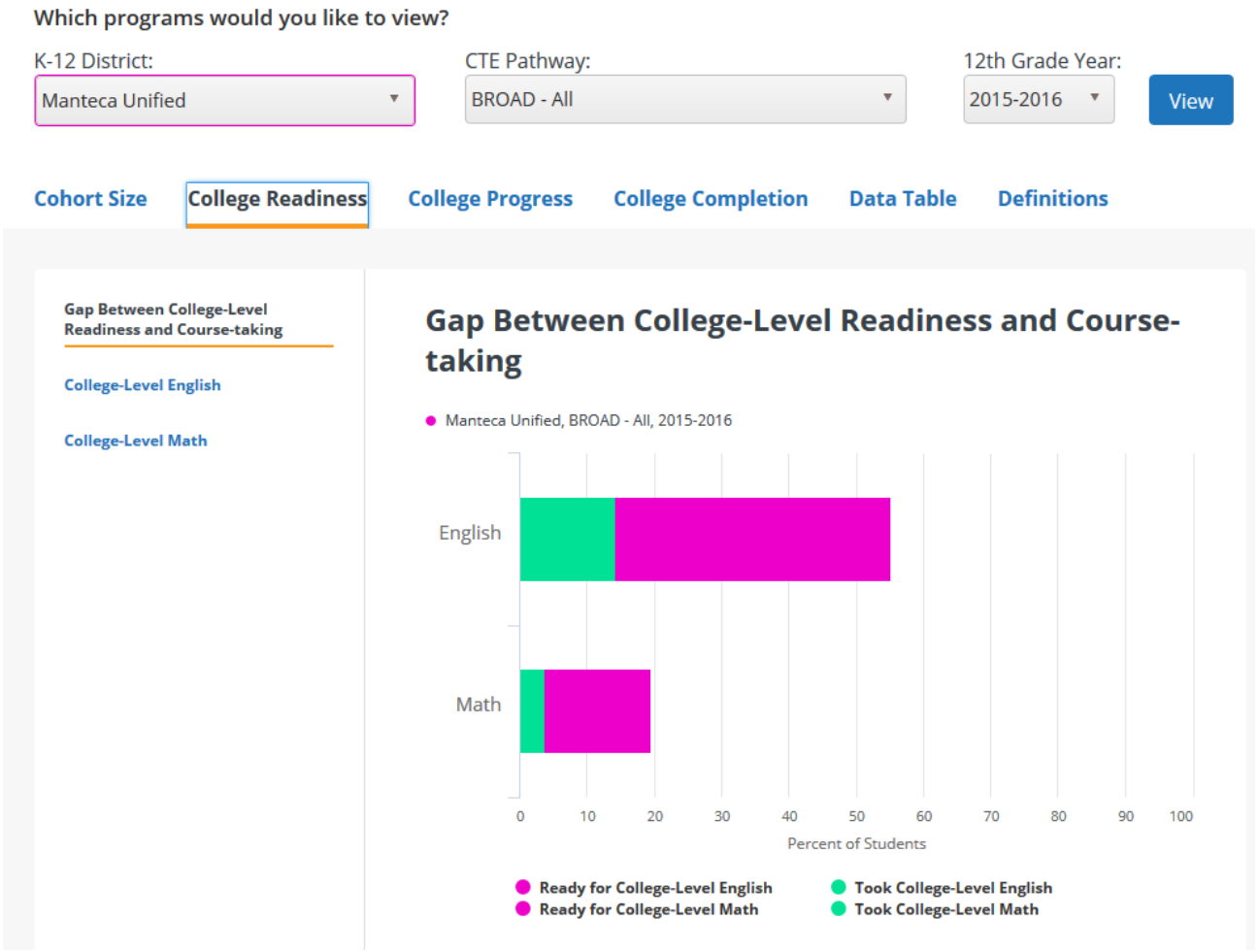
This information could be used to discuss issues such as:

- 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



K-14 CTE Transition Tab

Examine College Readiness Gaps

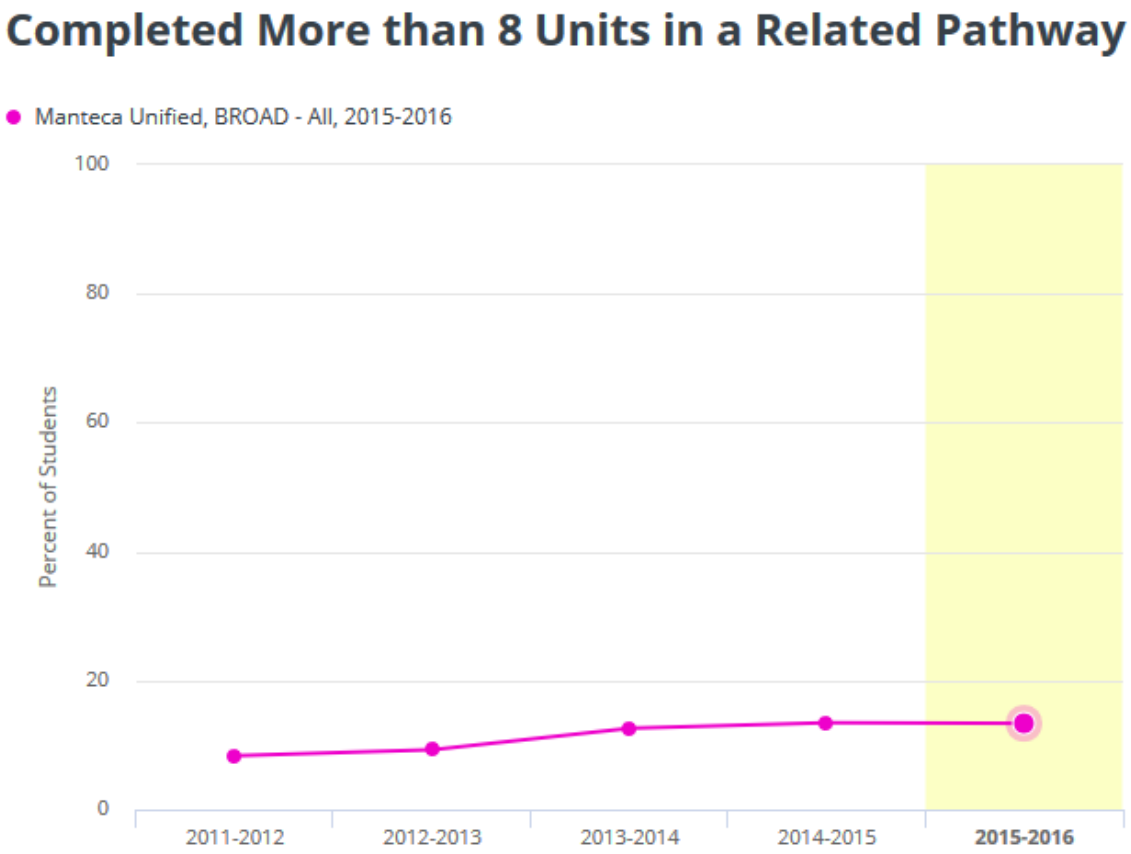
This information could be used to discuss issues such as:

- 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



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?

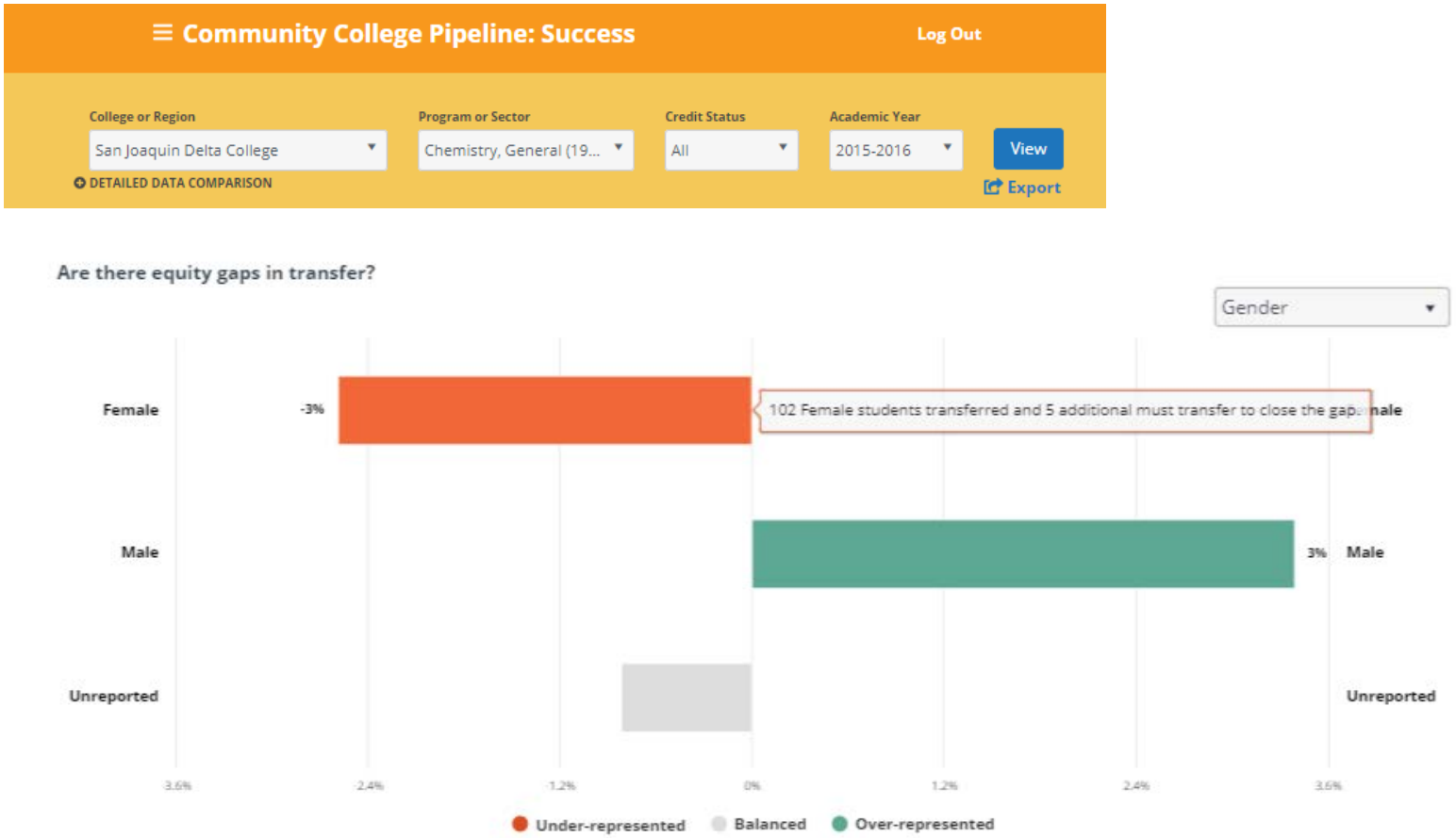
Data Conversations:

6) WHERE ARE THERE EQUITY GAPS?

Examine Gaps in Access and Success

Community College Pipeline

Examine Gaps in Access and Success



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Focus On How to Close Gaps

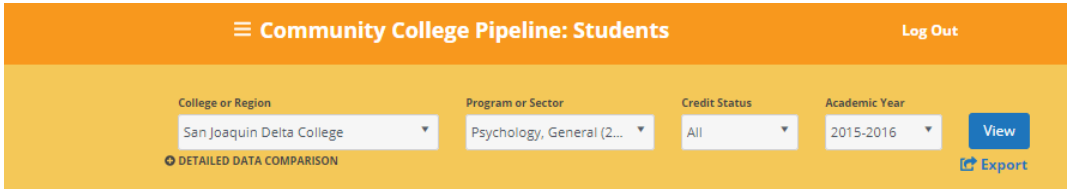
This information could be used to discuss issues such as:

- 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

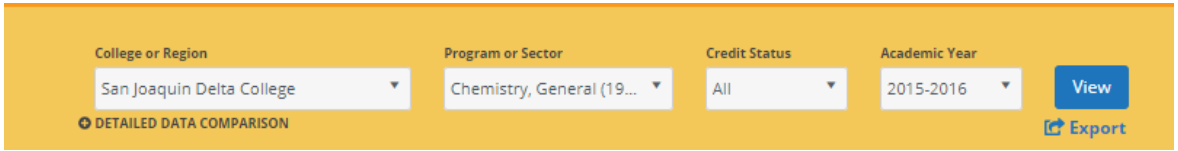


Students who transfer and earn a bachelor's degree could pursue the following careers:

Industrial-Organizational Psychologists **Psychologists, All Other**

Managers, All Other

Clinical, Counseling, and School Psychologists



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

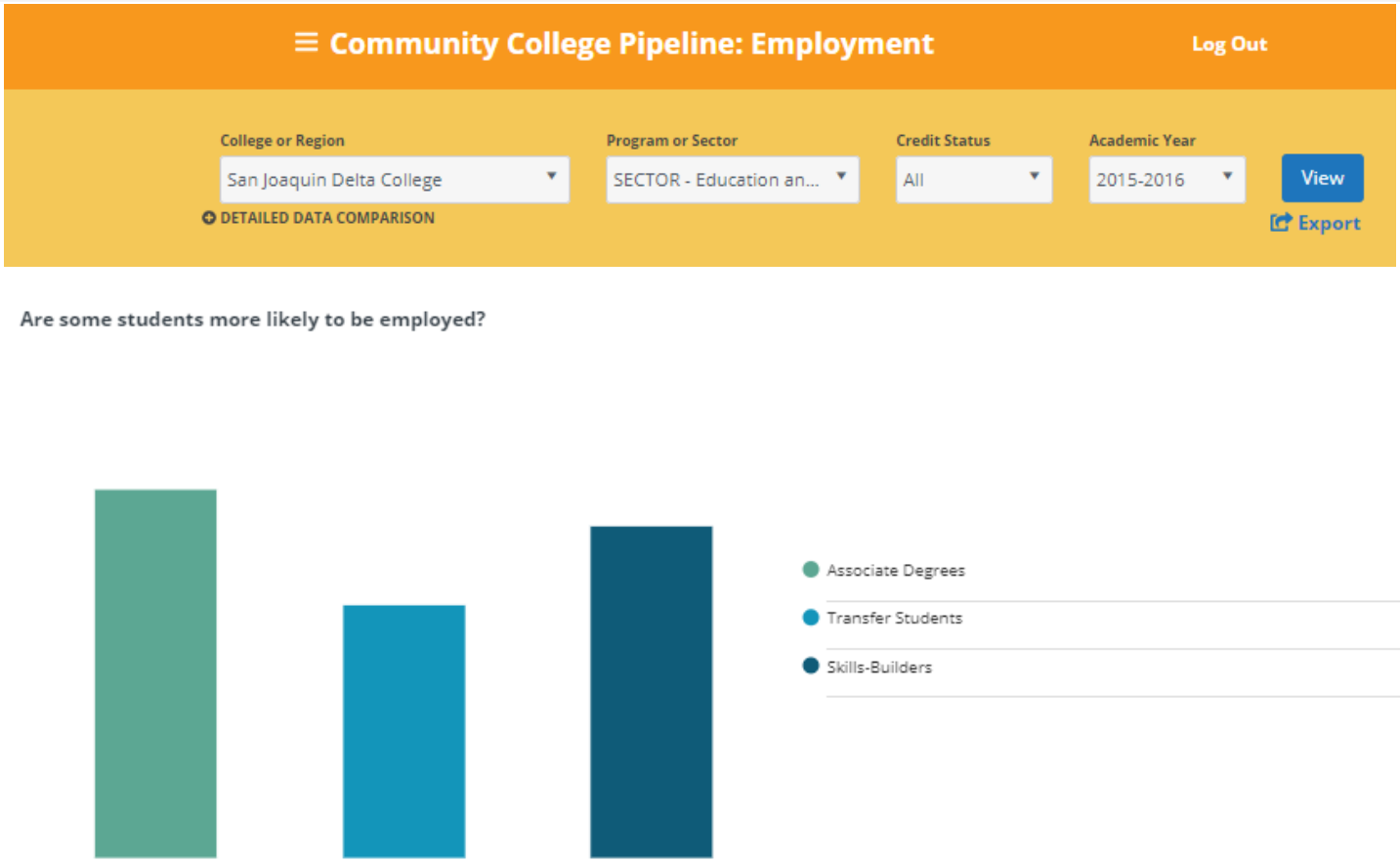
This information could be used to discuss issues such as:

- 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

Clarify How College Impacts Employment

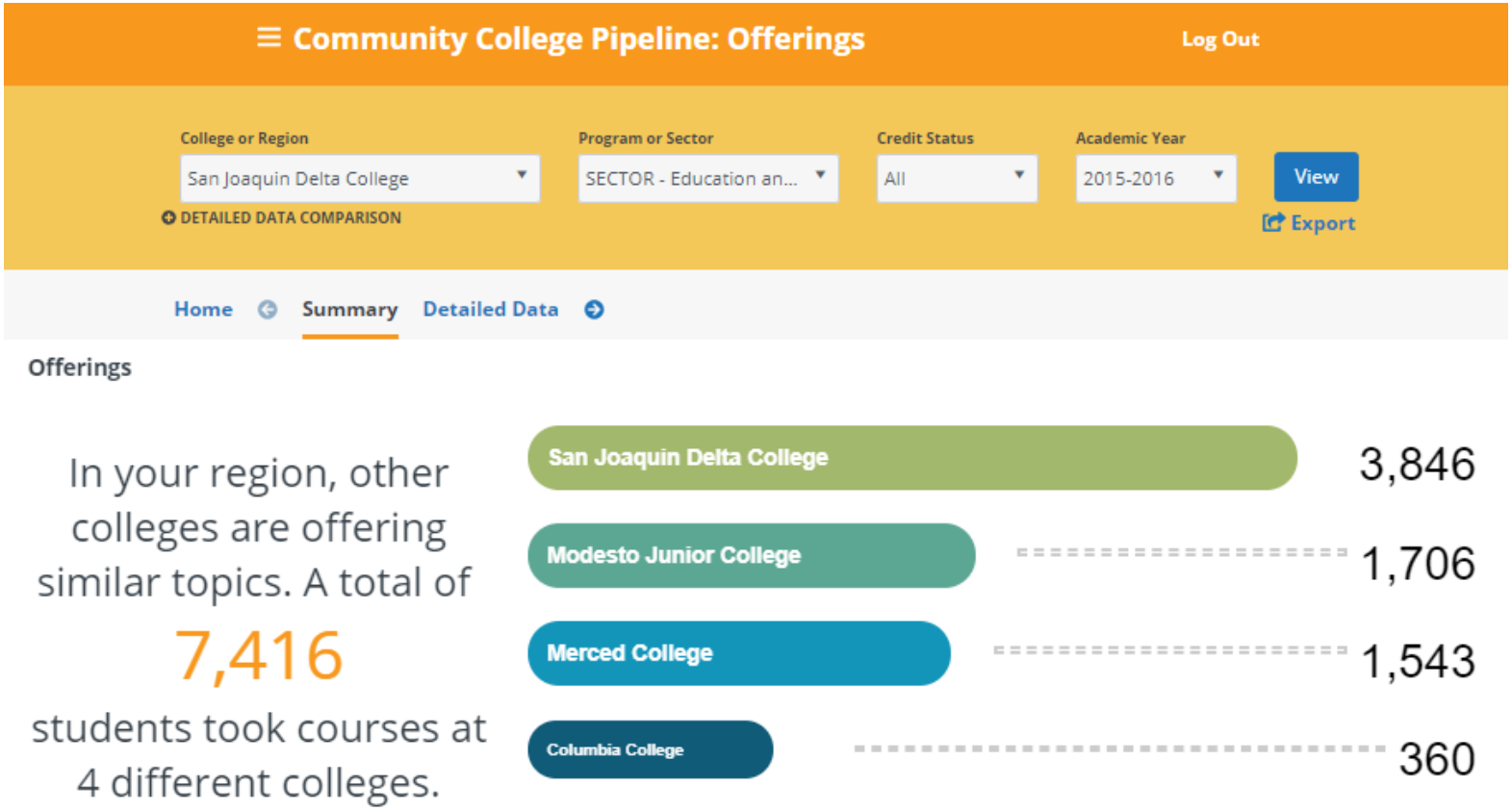
This information could be used to discuss issues such as:

- 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



Community College Pipeline

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

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?