**VIEWING the DATA DASHBOARD:**

**Looked first at ESL non-credit. Key items discovered:**

Data for non-credit classes is challenging in that no grades are given for non-credit.

Note that mirrored will give a pass or no-pass.

We were able to see what classes the students took in college. Other than ESL, the most popular for this data set is bridge to college, childcare, and ESL for food workers.

How might this data help us with student persistence and success?

1. Non-credit classes have positive attendance hours. Could use that x amount of positive attendance is one way to determine success and set benchmarks.
2. Capturing which students transition to the next course in the sequence is another way to track student success.

**Second we looked at for-credit ESL. Key items we discovered.**

We looked at student data for those taking “high intermediate grammar”—

20 passed, 4 unrecorded and 6 did not pass.

Palo Alto Data for same class: 5 took the class, 3 passed and 2 withdrew and one had an F.

* Palo Alto total credit data: 41 students took for-credit classes.

Advanced reading is step before 1A. Looked at the class data for this course. 10 Palo Alto students took the class. Grades: 8 of 10 received an A, B or a pass (1). There were two blank which means no grade was assigned.

* MVLA Credit Students in the same advanced reading class: 19

1W, 1 F, 1 D, 1 Pass and the rest C+ or better

* FUHSD Credit Students: 3 students total pass, one A and 2 C’s. 1 F.

A question was raised: Can we could filter to see what students have been at more than one adult school? Currently not built into the data table, but there would be a way to do this in the future.

Question: is there a way to follow the path of a student. Where they go from one class to another and how they do in that progression? This would be something that could be analyzed in the dashboard.

Lan (Foothill): Self-guided ESL has to be implemented this coming fall. Trying to get the faculty to work on a self-guided approach. Don’t have a GPA.

**CTE students: Looking at the DATA…What CTE courses are the students taking?**

Data set: All adult school students and the course that they are taking; filtered to just De Anza

Looked at ESL students going to CTE courses at the colleges and a breakout of ethnicity, age and gender.

How might this data help us in the future?

* We could use the data to determine the more hands-on possibilities where language barriers are more minimal, especially for folks who are in their 40’s…who want a job…and don’t want to spend 5 semesters passing English 1A.
* Idea of Co-apps on childcare and child development.

Question: Is this mostly the family engagement institute at the elementary schools. We would need to break out that data. Stretch to kindergarten.

Then looked at Career Ed students going to CTE classes LAST PHOTO

How might this help us with transition and career mapping?

1. It is clear that starting with finance, IT/Comm, and health tech are the key areas to map since those are “high take” courses/departments. We might also use it to identify the areas we want to share with students as other options.
2. Could we create groups of “like” courses? Could we then look at those groups regarding age and other demographics?
3. We could also use this data to counsel students into the less impacted courses and majors. E.g. dental assistant, pharm tech, and vet tech for example (and they have paid internships)
4. Main office at college: idea of related interests or fields and the sort of jobs you can get and salaries. Change vision of the individuals think about their future. What are the main things you would want to say about these areas. The whys versus the how…websites tend to show the hows and not necessarily the whys.

**Conversation Self-Placement: Is there a way for the CASAS tests to guide the students.**

1. Discussed using casas in comparison to placement tests at the colleges. Suggested that transition advisors, coordinating teachers and admin could consistently advise students and help them self-place into the colleges. Students at Foothill will have to go through guided self-placement.
2. One of our goals should be educating our students about how to interpret the career maps and even if they move out of the area and see other maps that they are able to make sense of and engage with for their success. So, educate our students about how to read these.
3. As a consortium we should look at our websites and make it easier for students to find the information that they need. Get the info out effectively.
4. Remember that paper is a plus. Sometimes flyers and course catalogues and signs help.
5. What about the idea that if enrollment is down that departments needing enrollment come and visit and share with transitioning students.
6. Having a resource sheet for the transition advisors for specific majors and certificates and what the enrollment is and maybe some of them are more conducive to success. Digital version is ideal of guided pathways. Note: could also have the ones that are the most popular or beneficial for AS students also be in paper as well.

Final Comments:

* People felt taking the entire time to look at data was very useful and helpful.
* Many more questions emerged about the data and what might be possible.
* Continue filling in pathway chart before the next meeting;
* Peggy will send email regarding organizing De Anza writing placement test being given at each adult school. Schedule March-start of April.
* If people have additional thoughts about the data, email Peggy. If you wish, discuss with your school site colleagues and administrators in terms of what you saw in the data and how you felt about it.