

Pathways Sub-Group Minutes April 23, 2021

April Meeting –

Attached is the screen shot of data that was reviewed at this meeting.

Dave Capitolo extracted it from the Data dashboard spreadsheet.

We were looking for the number of students who came from any of the adult schools over the last five years (16-20), from any department, who then enrolled in either CC, in Allied Health, IT, or Business. No other restrictions at the CC for year, term, etc. We chose the 19 CC departments in the attached screen shot. We chose these pathways as these were the ones of focus for this workgroup.

We agreed that while this information was indicative of the FIRST class of enrollment, we needed more information about completion and/or persistence. We need to know if the students are actually attaining certificates.

We also agreed that we also need to look at a broader swatch of data to see if any other pathways stand out as being popular.

Additionally, there is a disconnect between what LMI info shows and pathways that students are enrolling into.

There is money available in the Guided Pathways initiative to create content to attract students into pathways that are dominant according to LMI data. This content could be used to attract and incentivize students.

Half of the students at DeAnza are CTE students (see second attachment – 24% at DeAnza and 37% at Foothill)

From Vins: Please find the data on college enrollment and CTE course enrollment numbers for the last 5 years or so. The Foothill data is also included in the excel tab.

Keeping in mind that CTE students are a large portion of students at both colleges, any investment made at the College level to improve engagement into the LMI driven pathways (as part of the guided pathways initiative), should take into account adult school students entering the same pathways as well. Everything is about numbers!!

We will use the dual enrollment/special admit mechanism to explore which pathways look more promising.

We will revisit the date from persistence/completion to further identify pathways and what is already happening with student transitions.