Discussion Questions for Guided Pathways CAPs Success Teams

As Guided Pathways Career and Academic Pathways (CAP) success teams begin to explore the data from the CAPs Dashboards, the Office of Institutional Research, Planning and Effectiveness (IRPE) has compiled a series of questions. These questions are intended to guide discussion and encourage reflection in order to facilitate action and understanding of the students in each CAP. Some questions can be directly addressed using the CAPs dashboard while other questions are deeper and require more knowledge about specific programs and outcome metrics. Lastly, some of the questions in this document were adapted using "*Unpacking Program Enrollments and Completions With Equity in Mind*" from the Community College Research Center as a guide.

Pages within the dashboard include: 1) Demographics, 2) Units and GPA, 3) Academic Progress, 4) Transfer Progress, 5) CAPs, and 6) CAPs by Ethnicity. Data on each page can be filtered by the following parameters: CAP, SUB-CAP, PROGRAM, GENDER, ETHNICITY, FIRST_YEAR_ENROLLED, and ENROLLMENT_STATUS. To select multiple criteria from the filters, hold down CTRL on the keyboard. To "clear" filter criteria, click the eraser icon next to the filter title.

Demographics
- What are the demographic characteristics of the students in your CAP?
  - How does it differ from the collegewide demographic enrollment?
- How many students are considered undecided within your CAP?
  - What supports are currently in place to help students explore program options?

Units and GPA
- What percentage of students are part-time vs. full-time in your CAP?
  - How does it differ from the collegewide enrollment? (*Note:* To view collegewide enrollment, do not filter by CAP, SUB-CAP, or PROGRAM.)
- How do students' earned units and GPA differ by sub-cap, program, educational goal, and demographics?
  - Consider using the filter FIRST_YEAR_ENROLLED to examine the unit accumulation of older students.
  - Using the demographic filters GENDER and ETHNICITY can also help with exploring equity-related data.

Academic Progress
- How many students in your CAP have completed transfer-level math and/or English?
- How many students in your CAP have completed a Student Education Plan (SEP)?
- What are the characteristics of students who completed compared to those who do not?
  - Consider using the filter FIRST_YEAR_ENROLLED to examine how many first-year students have completed (e.g. students whose first year enrolled is 2021-22).
- What supports are currently in place to help entering students develop SEPs?

Transfer Progress

- How many students in your CAP have completed the "Golden Four" requirements for California State University admission?
    - Consider using the filters EDUCATIONAL GOAL
- How many students are considered "transfer-ready"?
    - Consider using the filters EDUCATIONAL GOAL, TRANSFER UNITS, and GPA
- Explore the programs under your CAP which lead to relatively more and less opportunity in terms of immediate job prospects, earnings and/or transfer outcomes.
    - Do you notice any over/under-representation of demographic groups in these programs?

CAPs

- What are the top three programs in your CAP?
    - Refer to the color-coded "tree map" on this page. Larger boxes indicate more students in the program.
    - What student subgroups are over/under-represented in the top enrolled programs?
- What patterns are found when exploring programs leading to higher and lower opportunity? For example, are Black students underrepresented in programs with AA-T degrees? What about in programs with the highest paying jobs?
- What is the student experience in exploring, selecting, and entering a CAP or program of study, and how could this explain why certain groups are over/under-represented across college programs?
    - What practices and mindsets may be contributing to equity gaps across programs? What are we doing to close these gaps and support equitable learning outcomes across student groups?
- What programs are students enrolled in, and what direct opportunities for further education and careers do those programs lead to?

CAPs by Gender & Ethnicity

- Compared to the collegewide demographic composition…
    - Which programs have substantial differences in the proportion of Black/African American, Hispanic/Latinx, Native American, and Pacific Islander students?
    - Which programs have substantial differences in the proportion of women and older students?
        - (*Note:* To view collegewide enrollment, do not filter by CAP, SUB-CAP, or PROGRAM.)

If you need assistance with the dashboard or have any suggestions for discussion questions, please contact the IRPE Office at irpe@citruscollege.edu.