DEGREE PATHWAYS SERIES: Research Work Group

GP Research team leads: Skyler Roth & Yay-hyung Cho

Research team members

Samora Covington

Nicole Filler

Tanya Powers

Eric Baer

Austin Roberts

Outline

Who are we and what's this data for? 01

Major projects
Existing data analysis, surveys, focus groups 02

Q & A 03

Degree Pathway Teams - 12 teams

Program mapping

Exploratory sequence

Math attainment

Advising

Intake

Scheduling

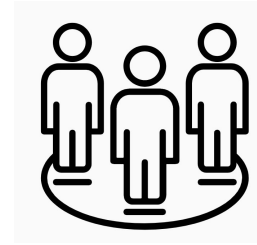
Assessment

Inclusive pedagogy

Communication

Technology

Student Voice



Research

Research Team's role

Quantitative and *qualitative* data for our own analyses & support of other teams

Scattered data from many sources -> Unified bank of data for easier access and synthesis

Develop recommendations to help Degree Pathways address equity gaps (using our work + other research)

What is the data for?

Where are there equity gaps and why?

How well are campus services addressing specific needs?

What language and processes work best for students?

And much more...

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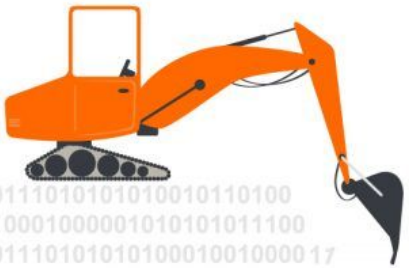

STEP 1

Existing Data Analysis

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Surveys

GP Research Team

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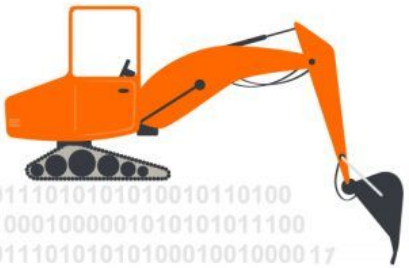
Focus Group Interviews



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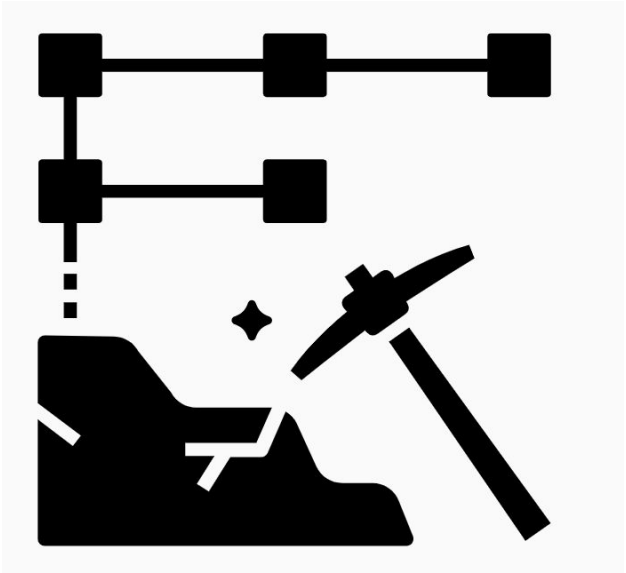
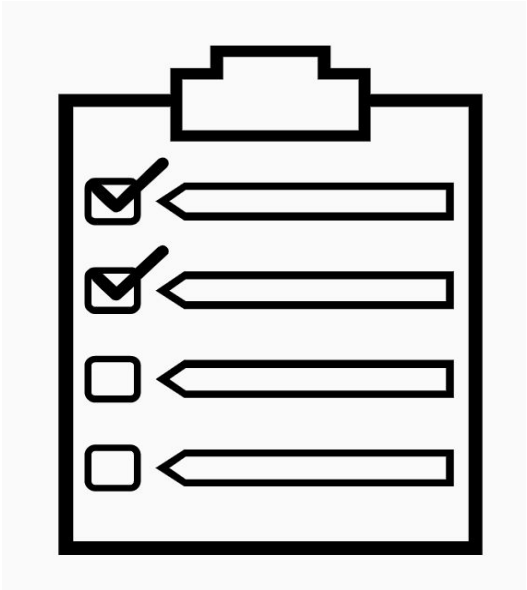
Finding existing data



Master list of existing data



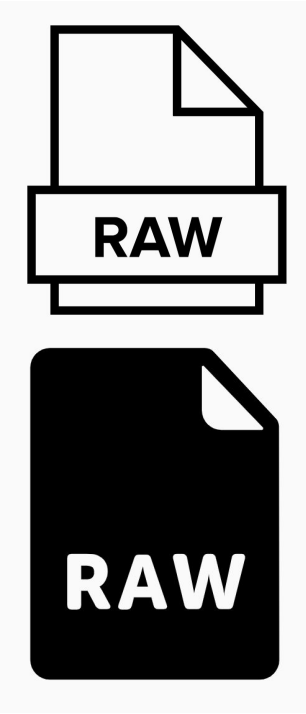
Kathy

Skyler

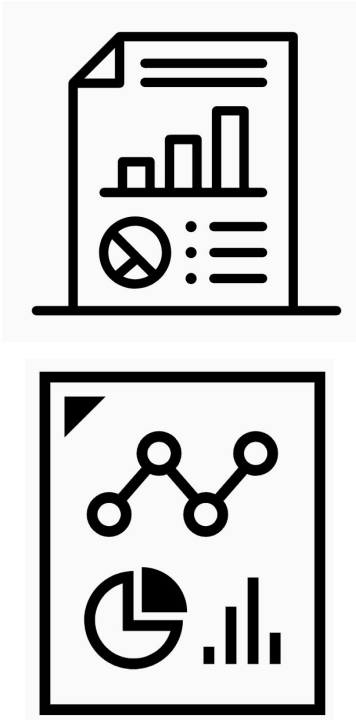
Yay

Master list of existing data

Raw Data



Data Report



Examples of data analysis from existing data

Compared to students of color, white students had more detailed academic plans. This difference was marginally significant (PAS survey, 2020)

→ 24% of students of color did not have an academic plan beyond next quarter, while it was only 5% of the White students

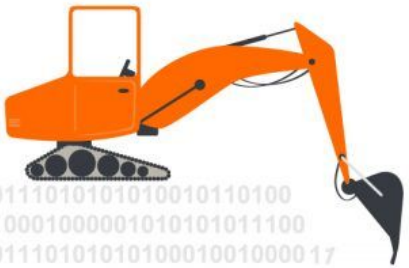
Examples of data analysis from existing data

From 2017-2020, about 1/3 of (degree-seeking) students who had completed 45+ credits had not taken math

(Math Completion Report, 2020)

For 2019 Fall cohort (degree-seeking) students, 30.7% completed college math in their first year.

- For Black and Hispanic students, this number was 18.9% and 17.4% (Early Momentum Metrics dashboard)



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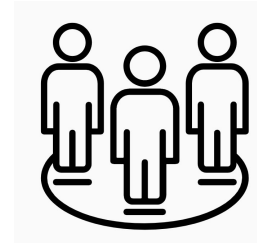

Research

Degree Pathway Teams - Survey needs

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Degree Pathway Teams - Survey needs

Winter 2021

Jan

Feb

Assessment

ELCAP

March

Math

Recruitment Survey

Spring 2021

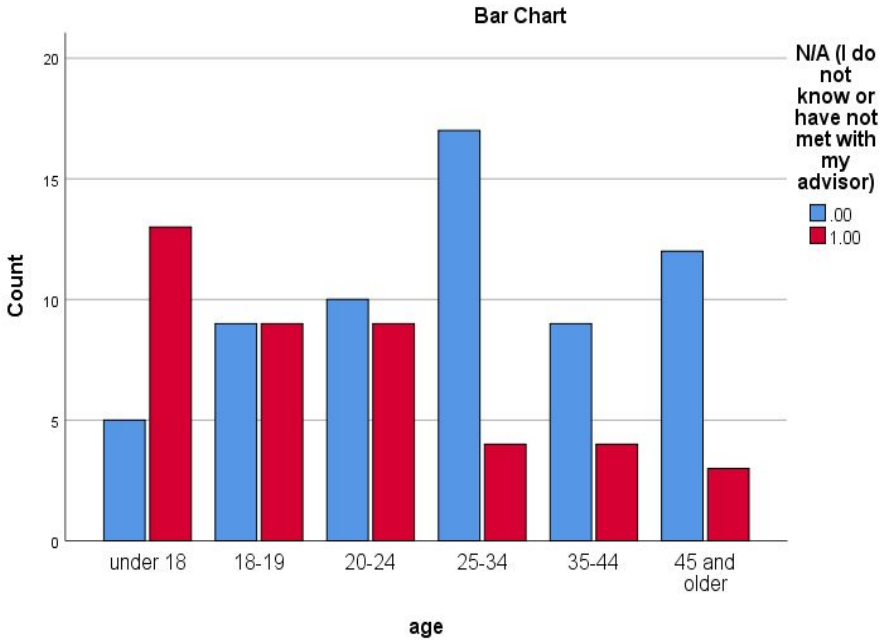
April

May

June

Results from the student success survey

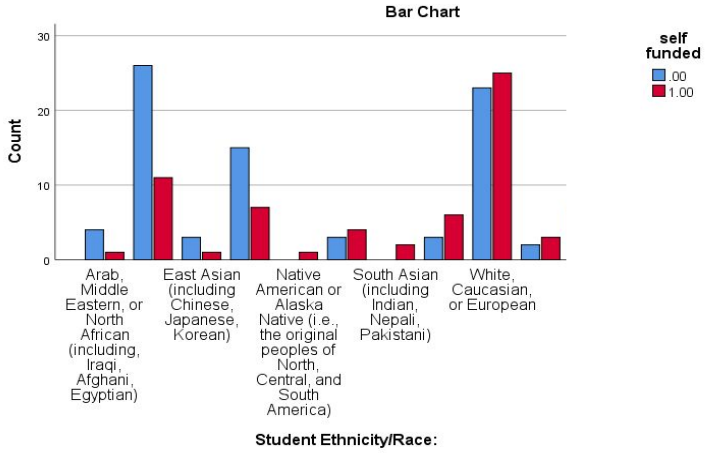
Majority of students under 18 are self-advising (X2 (5, N = 104) = 15.71, p = .008)



Results from the student success survey

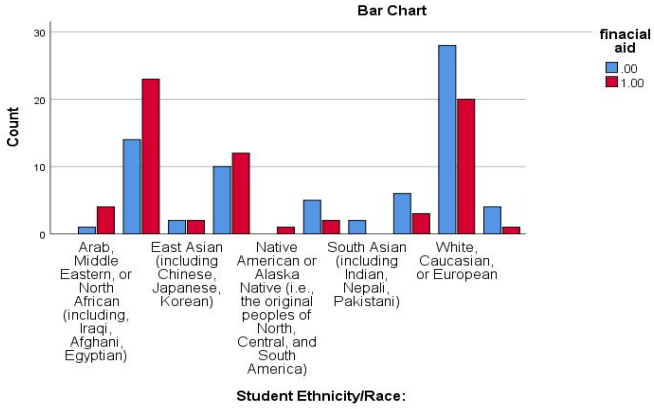
White students were more likely to be self-funded compare to student of colors

(X2 (10, N = 153) = 14.31, p = .16).



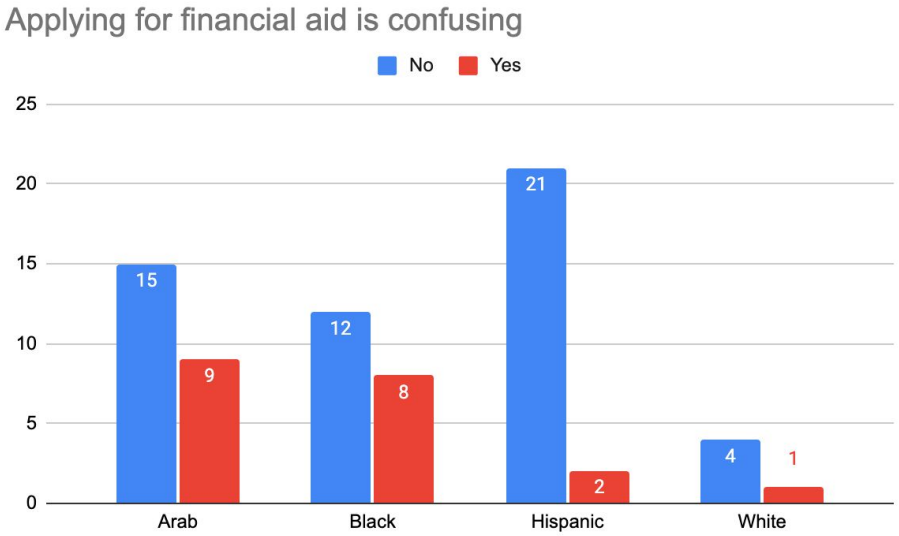
Also, students of color (especially Arab, Black, Latinx students) were proportionally more likely to be funded through the financial aid

(X2 (10, N = 153) =13.73, p = .18)



ELCAP student survey report

Many Arab and Black students reported that applying for financial aid has been confusing. This difference was marginally significant ($X^2(1, N = 72) = 6.94, p = .074$).



ELCAP student survey report

Who has helped you figure out your next steps at Highline?

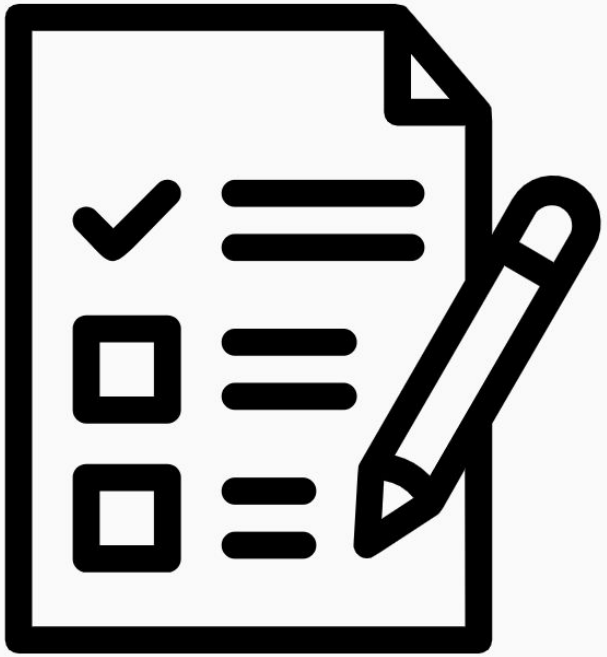
	ESOL or GED teacher	Jumpstart or I-BEST teacher	A college advisor	Advising center	Welcome back center	Transition center	Other students	My family
Arab/Middle Eastern	**62.50%**	20.80%	20.80%	12.50%	8.30%	8.30%	8.30%	37.50%
Black/African American	**55%**	10%	20%	20%	10%	5%	15%	20%
Latinx	**65%**	8.70%	13%	4.30%	0%	0%	13%	30%
White	**60%**	0%	40%	20%	0%	20%	20%	0%

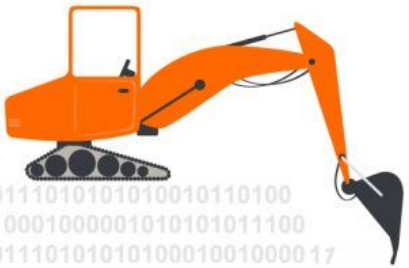
Additional Support for Other Teams

Questions review →
effective questions, research ethics

Questions formation

Survey distributions and timelines





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Why focus group interviews?

The data we have from our database/surveys is impacted by our assumptions

Focus groups give students more freedom to speak from their own perspectives

They can generate new ideas and reveal things we missed

Future surveys can build on what we learn

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Forming Focus Groups

- Surveys went out to identify interested students and collect information about them
- Others were contacted directly (e.g. based on math classes they took)
- Participants are paid
- Student Voice has taken the lead on outreach
- First focus groups scheduled for Monday, April 19

Math Attainment

- Do students feel properly **prepared and placed** for math?
- What **classroom practices** have been helpful, and what could be added to improve learning?
- How do **external factors** impact experiences in math?

Intake/Advising

- What is the **intake process** (application, enrollment, financial aid) like? How could it be better?
- Do students feel **valued and connected**?
- What helps students **partake in advising**, and get the most out of it?
- Where could students use **more advising** and support?

Assessment (Student Success)

- What are students' **motivations**, encouragements, discouragements, and goals?

- What is Highline doing to **help or hinder** reaching their goals?

- What role have various **policies and procedures** played in helping or hindering?

Conclusion

Many links to dashboards/other data available at:
ir.highline.edu -> College Access Only Data

Any ideas for our process/the questions we're asking?
What do you want to learn?
How would you use data/research in your practice?
How can we make the data more useful/accessible?

Thank you!

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Questions?

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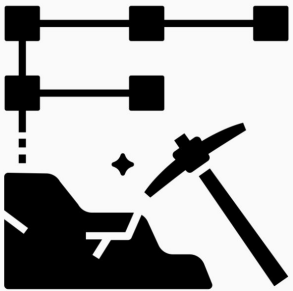

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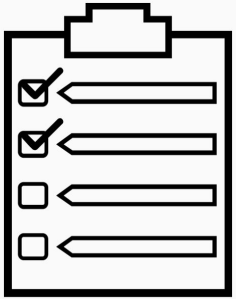

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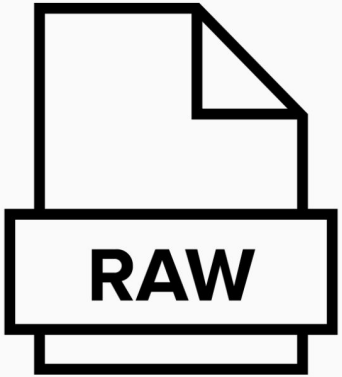

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