44th Annual CAIR Conference
November 6-8, 2019

Monterey Bay
Embassy Suites by Hilton, Seaside

Data Sharing for Equity and Student Success in Greater Fresno

David Jansen, Fresno Unified School District
Alex Nottbohm, Fresno State
Robert Pimentel, Fresno City College
Matthew Zivot, Fresno State

Background and Context

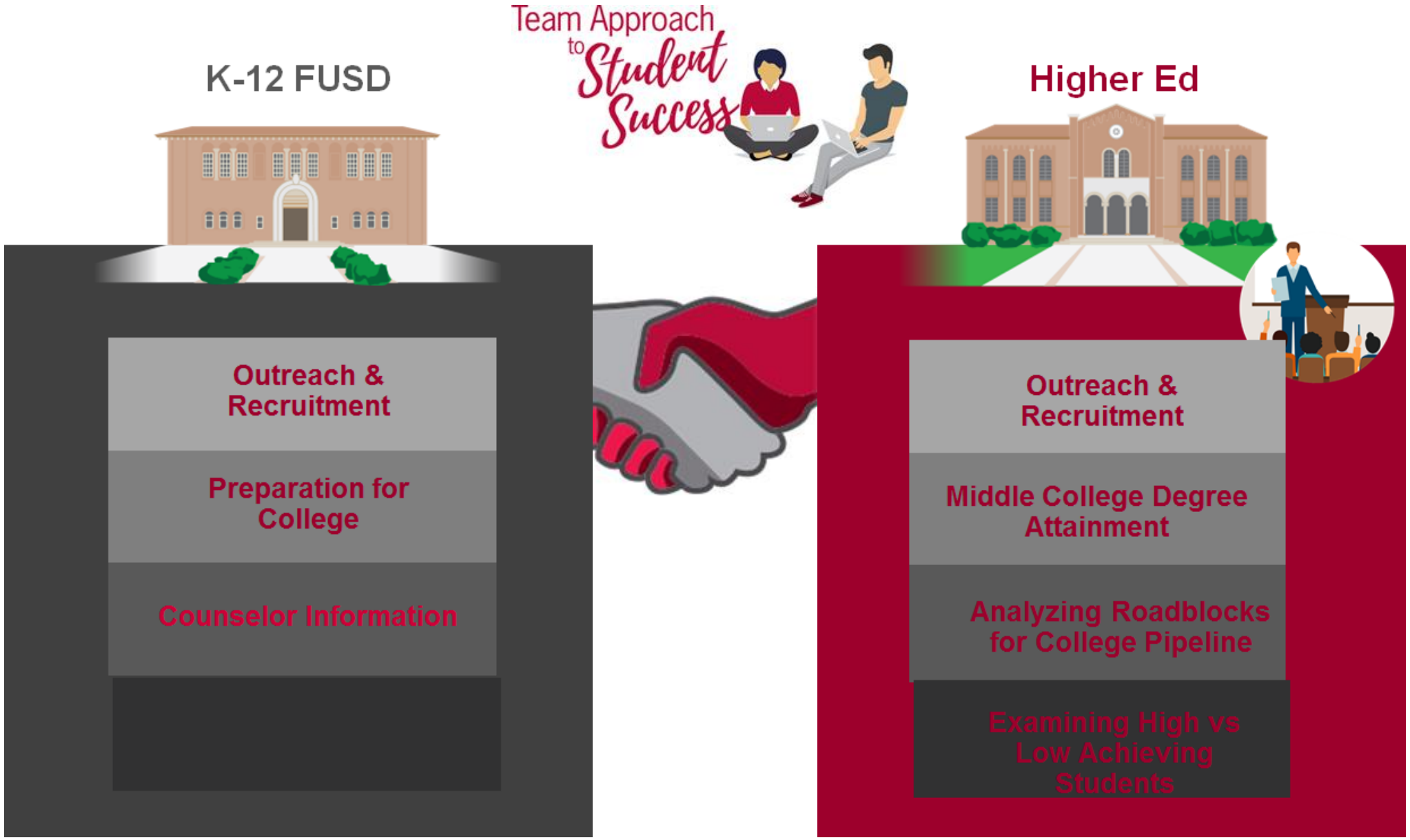
- Four partner organizations awarded a College Futures Foundation grant in 2016 to establish a data collaborative
- The collaborative identified three outcomes aimed at removing barriers to college success:
  - **Successful Transitions**: Institutions ensure student readiness and effective transitions from secondary school to college, and from community college to four-year colleges and universities;
  - **Aligned Institutions**: Inter-segmental partnership aligns leaders, resources and decision-making among school districts, colleges, and their partners to advance student progress toward bachelor's degrees; and
  - **Improved Policy & Practice**: Policymakers and practitioners address gaps between policies and practices at all levels affecting student success.

Essential Ingredients

- Trust
- “Data Switzerland”
- Individual-level data detail

Challenges

- Agency watchdogs
- Vertical integration
- Owning the narrative


Team Approach to Student Success
K-12 FUSD
Higher Ed
Outreach & Recruitment
Preparation for College
Counselor Information
Outreach & Recruitment
Middle College Degree Attainment
Analyzing Roadblocks for College Pipeline
Examining High vs Low Achieving Students

Encouraging Use of Integrated Data

- Articulation
- Establishing Requirements
- Develop Contacts
- Advocacy

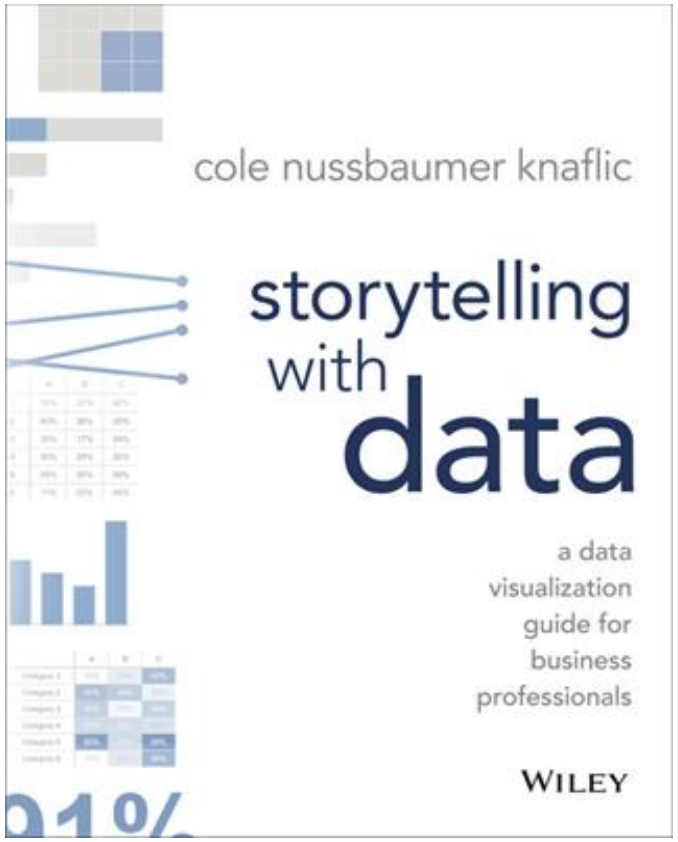
Los Angeles Times

CALIFORNIA

CSU may up their college admissions requirements. But will that hurt low-income students?

Integrating Institutional Researchers

- Training & workshops
- Establish data definitions
- Research brainstorming
- Hack-a-thon



Applying the data

Applying the Data – Dual Enrollment

- Dual Enrollment
  - High school students taking college courses before graduation, gaining high school and college credit simultaneously

(Bailey, Hughes, & Karp, 2002)

- Why Dual Enrollment?
  - Increase exposure college – level courses
  - Increase access to earning college credit

Questions to be answered

1. How many students are taking Dual Enrollment?
2. What kinds of Dual Enrollment classes are students taking?
3. Are there equity gaps in participation?
4. Does taking a Dual Enrollment course impact:
    - Likelihood to go to college?
    - Academic performance in college?

Fresno State

Student ID	First	Middle	Last	Birth Date	Sex
1827562	Kayla	Marie	Gonzalez	10/15/1999	F
7629381	Michael	J	Smith	2/3/1998	M
2157282	Maria	De la Cruz	Garcia	9/23/2000	F

Fresno Unified

Student ID	First	Middle	Last	Birth Date	Sex
45298	Jordan	Casey	Rodriguez	8/7/1995	M
67492	Kayla	Marie	Gonzalez	10/15/1999	F
21220	Tyler	J.	Carter	4/30/1993	M

State Center Community College District

Student ID	First	Middle	Last	Birth Date	Sex
281720	Kayla	M.	Gonzalez	10/15/1999	F
291728	Angie	K	Nyugen	12/12/1990	F
602873	Katherine	Ann	Smith	6/27/2000	F

Kayla Gonzalez;
CII: KaylaGonzalez10/15/1999F

Defining Dual Enrollment

- Who tracks data on Dual Enrollment?
  - SCCCD, through major codes
  - Additional major codes to be added
- Roadblock #1 : no term attached to major code
  - Solution: using enrollment records, pull classes taken before High School Graduation
- Roadblock #2: each institution tracks term differently
  - Solution: Create term lookup table

Dual Enrollment Dashboard

Applying the Data – Analyzing the Pipeline

- Survival Analysis
  - What it is: a set of methods for analyzing data where the outcome variable is the time until the occurrence of an event of interest.
  - Differs from logistic regression, built to handle time / longitudinal data

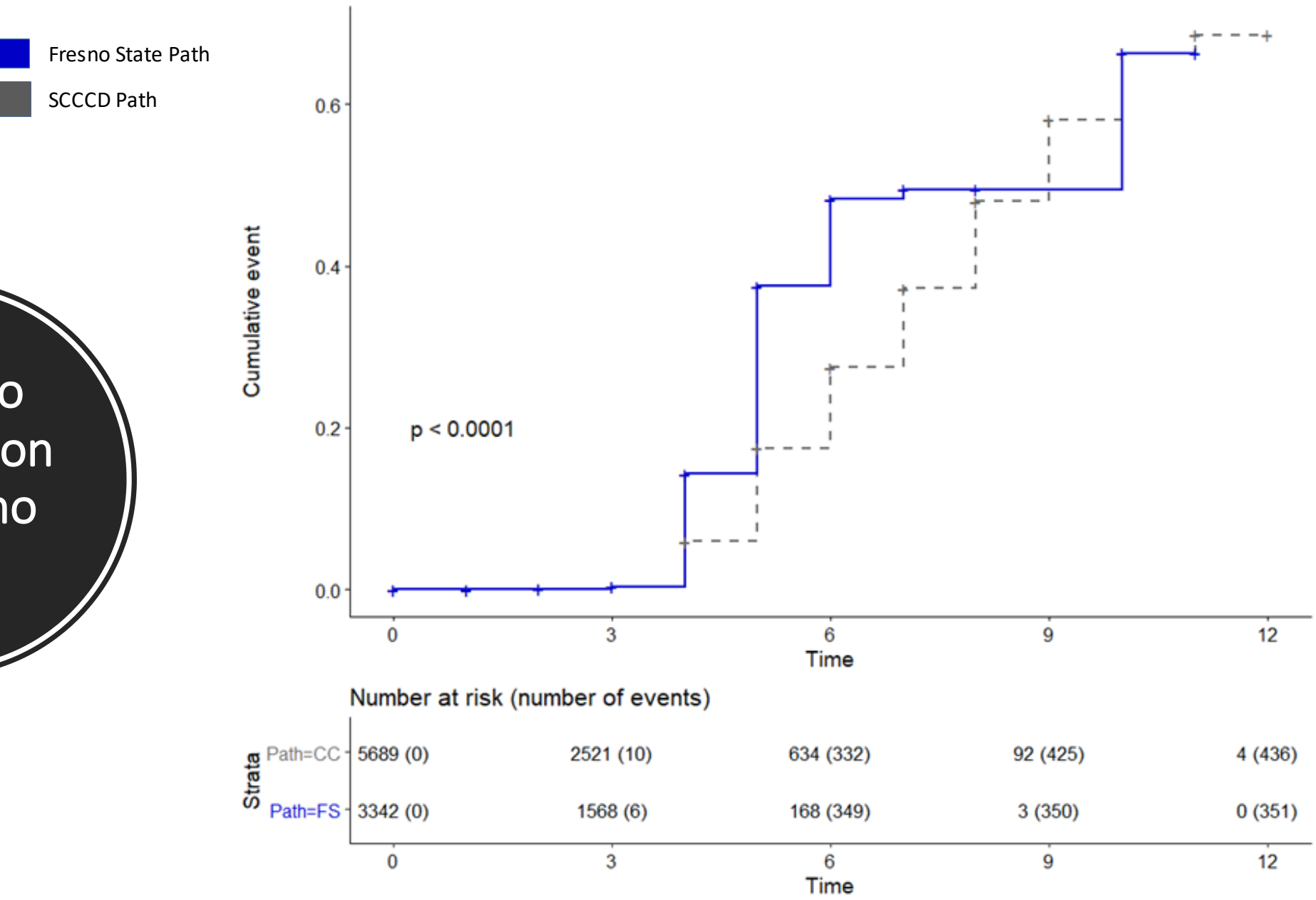
(Kleinbaum, 1996)

- Commonly used in medical research
  - Time from surgery until death
  - Time to heart attack
- Applications in Higher Education
  - College Completion
  - Time to drop out

Survival Analysis – Time to graduation at Fresno State

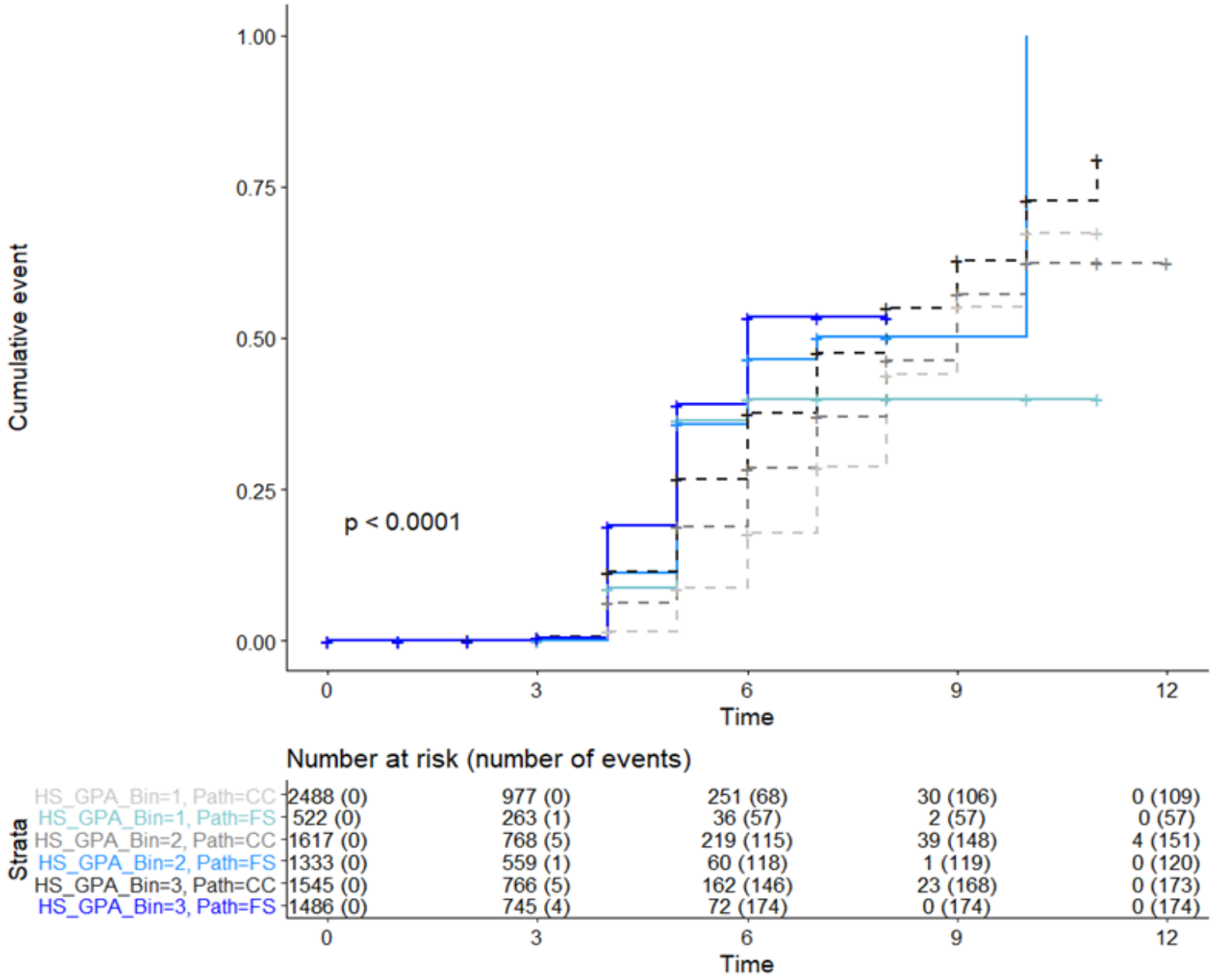
- First application to Fresno State as FTF “starts the clock”
  - Total Time: Count the total number of years between first term of application and last semester of enrollment
- Censoring
  - Graduated (1) – Bachelor’s degree earned
  - Censored (0) – still enrolled in pipeline, student did not earn degree

Time to graduation at Fresno State



Time to graduation - Controlling for HS GPA

FS Path – HS GPA > 3.5
FS Path – HS GPA 3 – 3.4
FS Path – HS GPA < 2.9
SCCCD Path – HS GPA > 3.5
SCCCD Path – HS GPA 3 – 3.4
SCCCD Path – HS GPA < 2.9



Summary & Next Steps

Dual Enrollment

- Dashboard for benchmarking
- Next Steps
  - Track new and existing cohorts: retention & graduation
  - Identify high dual enrollment classes

Survival Analysis

- Significant difference in time-to-degree by pathways
- Next Steps
  - Examine interactions between pathway and demographic differences
  - Incorporate other degree types / other indicators of success from State Center
  - Investigate high-drop out years

Questions?

David Jansen - david.jansen@fresnounified.org
Alexandra Nottbohm - anottbohm@mail.fresnostate.edu
Robert Pimentel - robert.pimentel@fresnocitycollege.edu
Matthew Zivot - mzivot@csufresno.edu