

## **GROUP BREAKOUT #2**

### **INSTRUCTIONS AND GUIDING QUESTIONS**

#### *Understanding Students' Experiences Using Pathways Data*

#### **Description**

Building on prior discussions and notes from group breakout #1, delegates and resident faculty convene to review data and continue considering actions that the board will take toward an effective comprehensive student success strategy. Using the Texas Higher Education Coordinating Board's Public Higher Education Almanac and findings from the Trellis Company on Texas student financial wellness and related institutional services, delegates will reflect on students' experiences and consider the consequences of potentially fragmented, isolated, or smaller scale approaches to improving student success.

#### **Instructions**

Delegates and resident faculty:

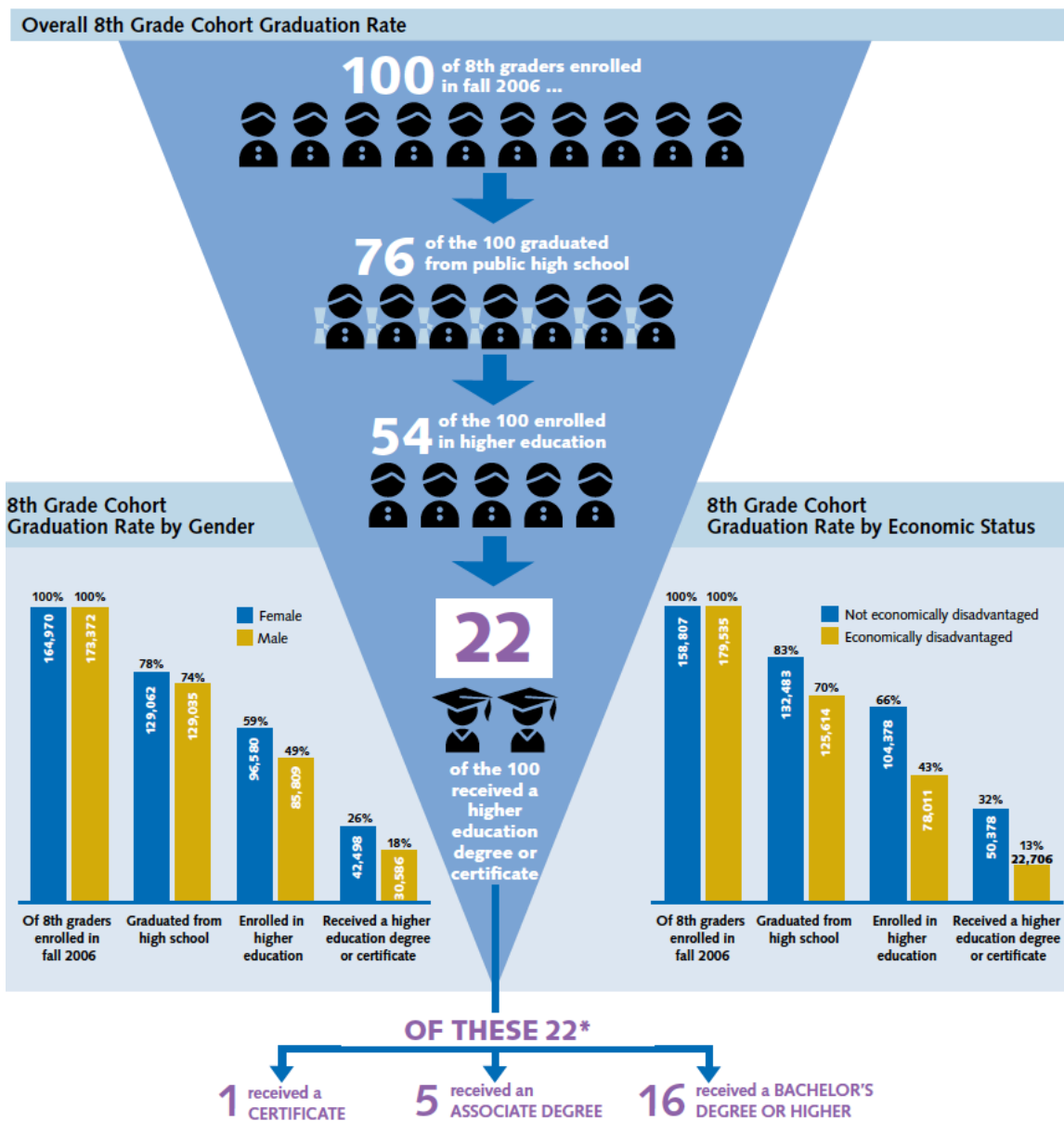
1. Discuss impressions about the preceding plenary session topic. Delegates will share their practices regarding the boards' regular monitoring of disaggregated data on student progress and what measures they regularly review about students' experiences.
2. Review data, addressing the guiding questions about students' academic progress and financial wellness.
3. Reflect on the data's message about students' educational experiences within the institution's current strategies to improve student success. Identify strengths and possible "leakage points" to student success.
4. Record the delegates' impressions of the impact of the college's current strategies on student success, taking notes on the Commitment to Action Form.

#### **Refer to:**

1. The 2018 Texas Public Higher Education Almanac:  
<http://www.thecb.state.tx.us/reports/PDF/10900.PDF>
  - a. Definitions, Data Years, Data Sources (pages 4-5)
  - b. Institutional Comparisons: Two Year Public Institutions (pages 23-25, includes district-level data)
2. Trellis Company Reports
  - a. [Student Financial Wellness Survey](#)
  - b. [Inventory of Financial Stability Services](#)

**Guiding Questions**

1. According the Higher Education Almanac, only one in four 8<sup>th</sup> graders earns a postsecondary credential of any kind and the prospects are worse for males and economically disadvantaged students (see below). What do the state-level data potentially reveal about the pathway from high school to your college? What key performance indicators does the board regularly monitor on student progress? Are there additional questions the board should ask to understand gaps in achievement across various student populations?

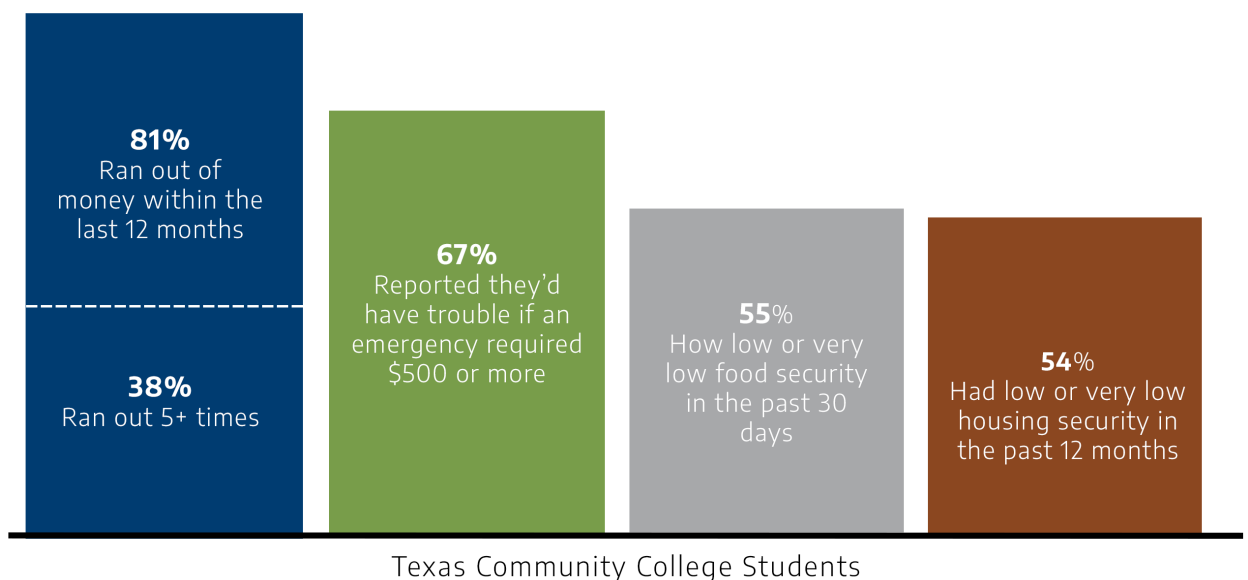


- In any given year about 75-80% of first-time students are degree seeking (see Almanac page 14 on the 2011 cohort), yet, in the statewide data below (from p. 48), only 21% of full-time and 11% of part-time students graduate with any credential in 3 years. Fifteen percent of students enrolled in developmental education do the same.

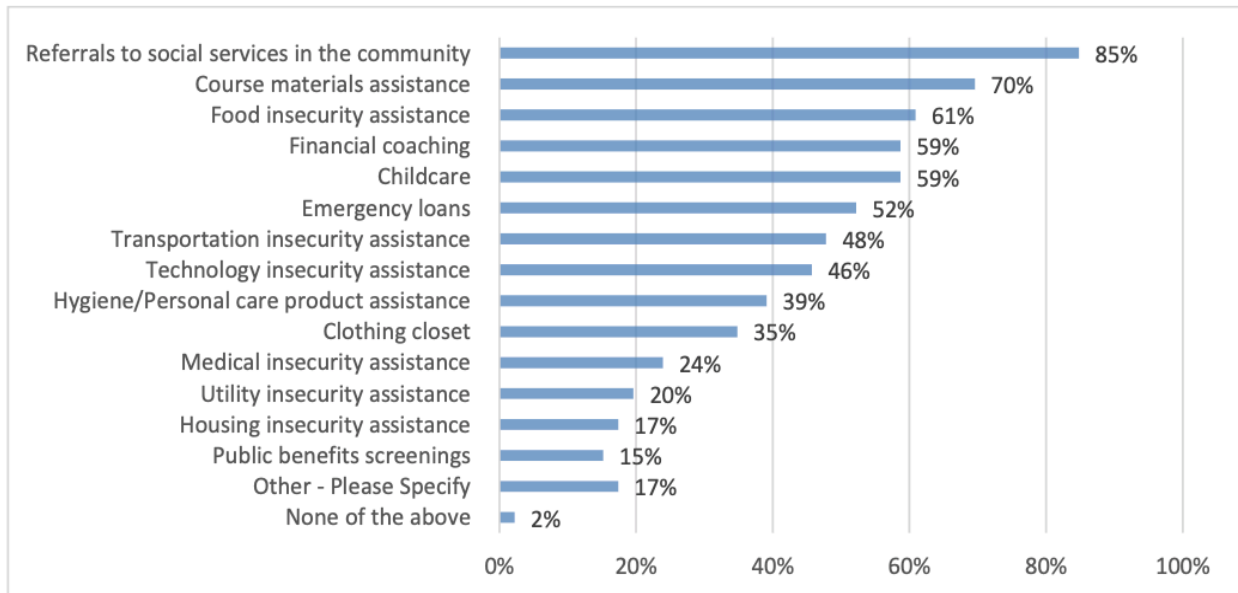
Find the corresponding data for your college (on pp.49-89). What do the graduation rates data on your institutional profile indicate about your students' experiences? How is your board tracking or monitoring key performance indicators of desired student success outcomes?

GRADUATION RATES		
	<i>Full-time</i>	<i>Part-time</i>
3-year	21.3%	11.4%
4-year	26.9%	16.2%
6-year	33.7%	20.1%
<i>Fall 2014, 3-year cohort</i>		
Dev. ed.	14.9%	
Non-dev. ed.	25.3%	

- Considering the findings of Trellis Company Student Financial Wellness Survey and Inventory of Financial Stability Services in Texas below, are there any policy actions the board has or could consider that might help students stay in school and complete their credentials? What student success and equity goals might the board consider?



### Financial Stability Services Provided to Students by Texas Community Colleges



#### **BOTI Momentum Building**

At the conclusion of this group breakout, record your group’s takeaway messages from the data discussion on your Commitment to Action form. Your recorded comments will help inform your conversations over the next two days leading toward a commitment to action that will enable your CEO and set the climate and expectation for institutional change guided by a comprehensive student success strategy.