

Understanding Students' Experiences Using Data



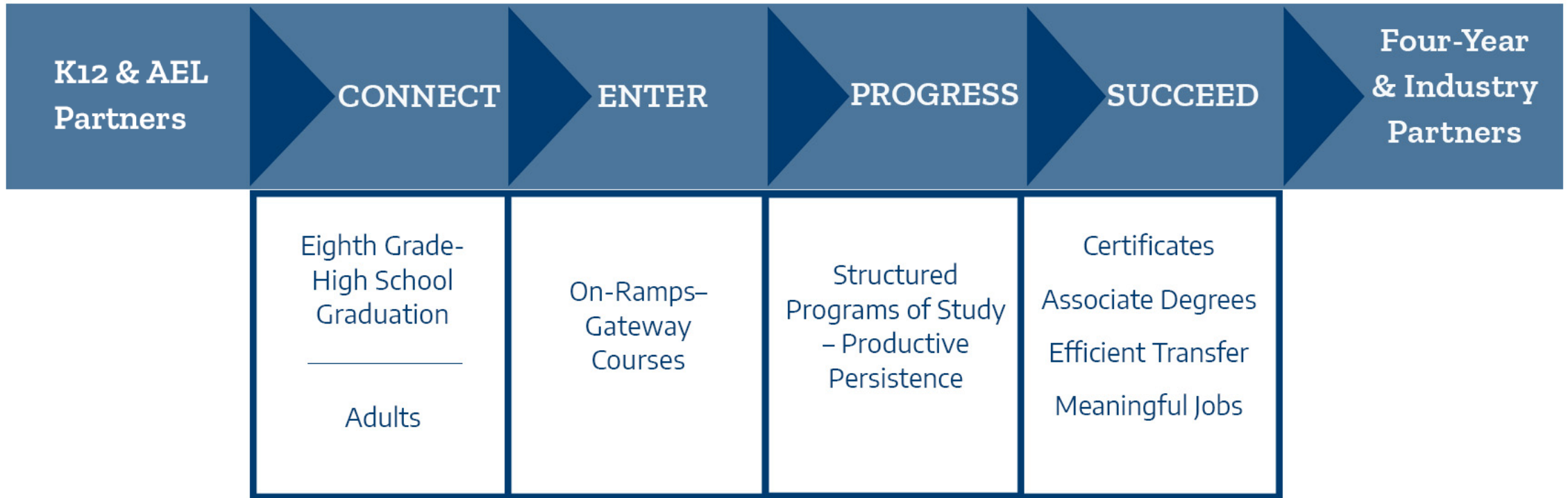
Texas Success Center

Kristi Short

Director,
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Texas Association of
Community Colleges

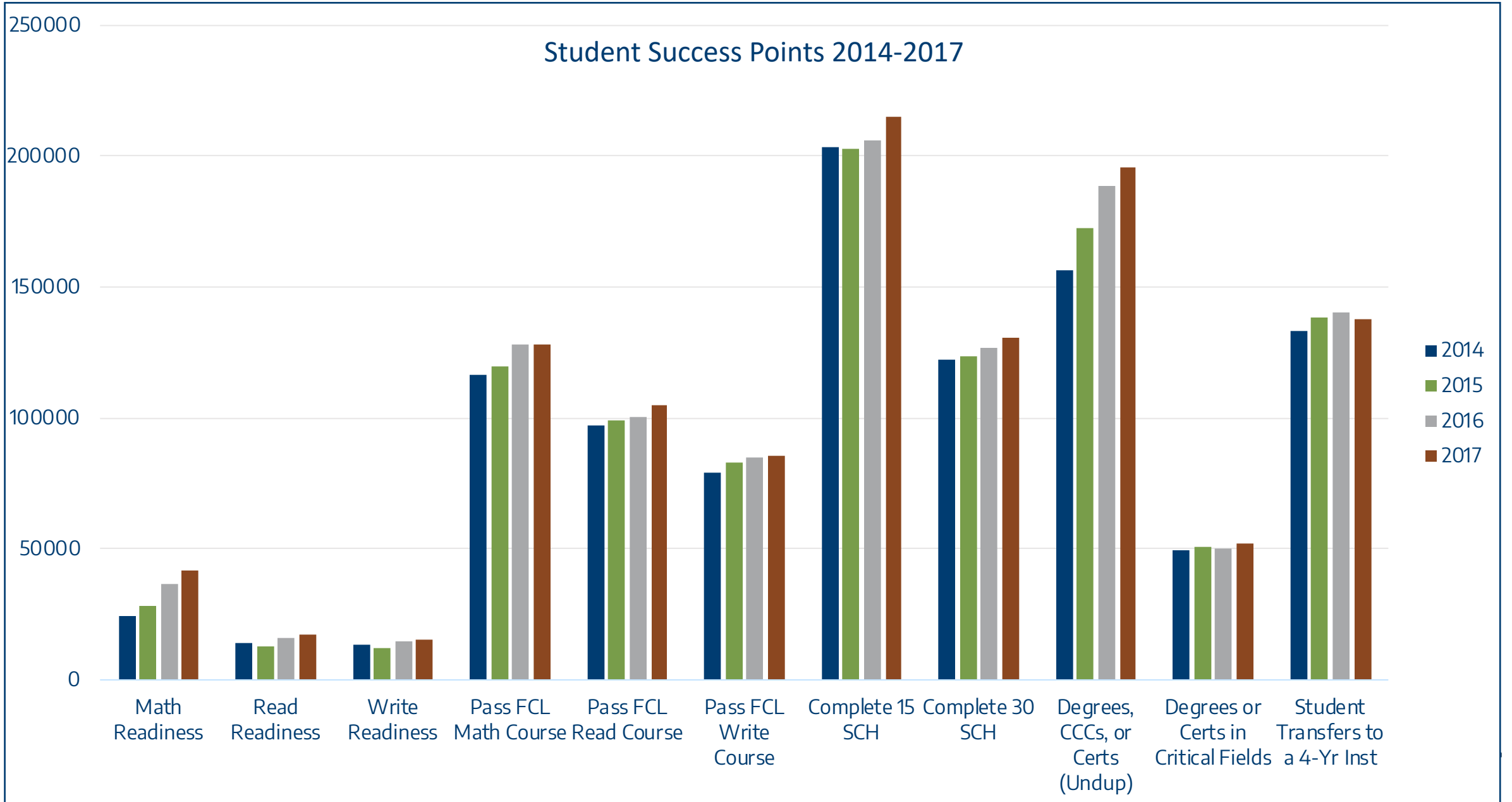


Texas Pathways: Dedicated to Socio-Economic Mobility



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Student Success Points 2014-2017



tacc.org/boti

Board of Trustees Institute 2019

https://tacc.org/boti



**Texas Association of Community Colleges**

TEXAS ASSOCIATION OF COMMUNITY COLLEGES




TEXAS SUCCESS CENTER

COMMUNITY COLLEGE ASSOCIATION OF TEXAS TRUSTEES


Search





Board of Trustees Institute 2019


 Tuesday, Feb 5 - Thursday, Feb 7, 2019	 Horseshoe Bay Resort 200 Hi Circle North Horseshoe Bay, TX 78657	 Planner Contact Texas Success Center Contact person by email
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Board of Trustees Institute Resources

 BOTI Digital Notebook 2019

 2018 Texas Public Higher Education Almanac


 Student Financial Wellness Survey Texas 2018


 Financial Stability Services Survey Texas 2018 - Full Report


GROUP BREAKOUT GUIDING QUESTIONS


PRESENTATIONS

GROUP BREAKOUT GUIDING QUESTIONS

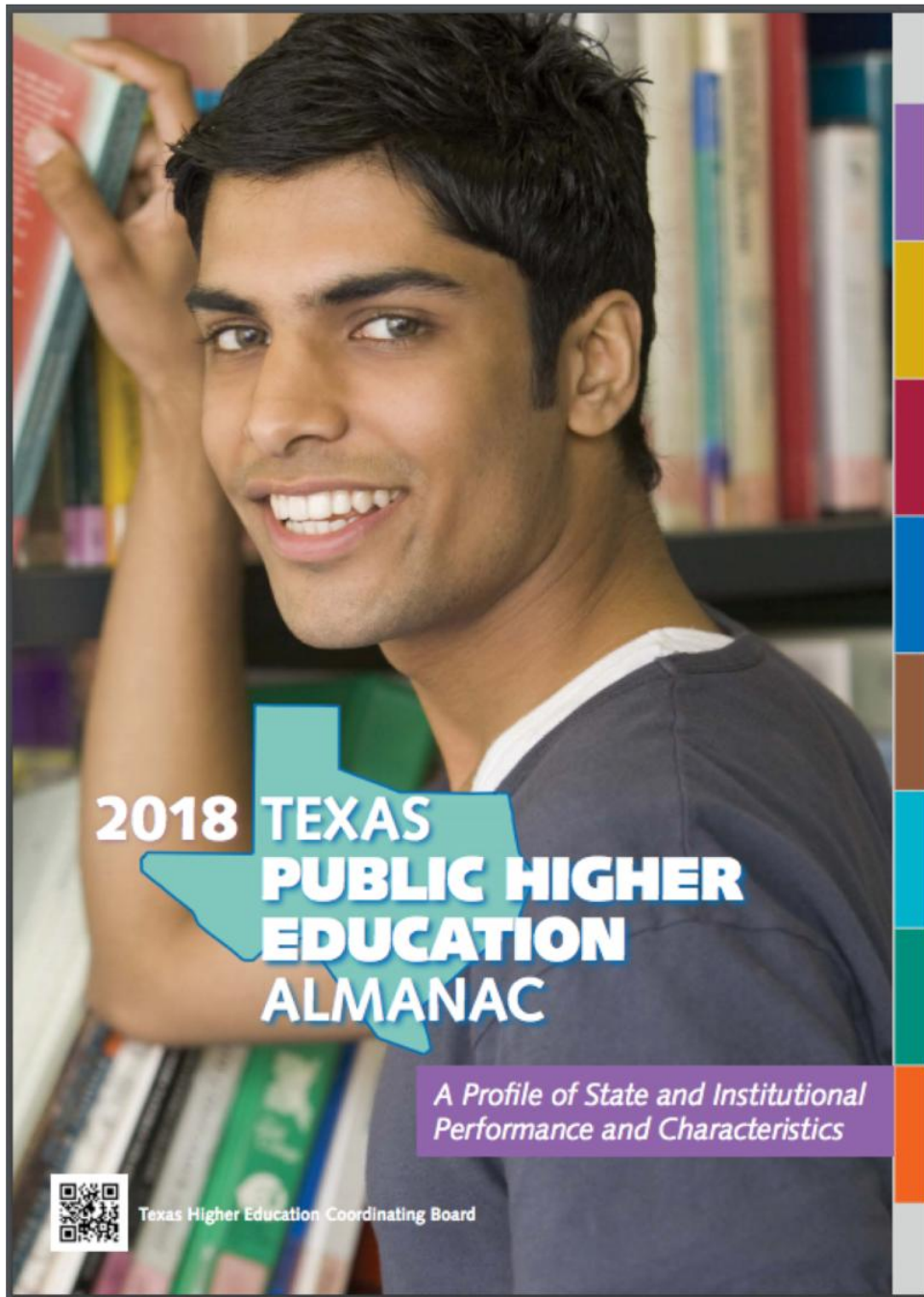
 Group Breakout #1 - Board Basics

 Group Breakout #2 - Understanding Students' Experiences Using Data

 Group Breakout #3 - Making Sense and Moving Forward

 Group Breakout #4 - Commitment to Action

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2018 Texas Public Higher Education Almanac



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Definitions, Data Years, and Data Sources

The following definitions, data years, and data sources will help you navigate the data provided in this year's almanac. They are particularly helpful in reading the institutional profiles. For a more comprehensive list of data source references, see p. 90.

Accountability (Peer) groups: Texas public universities are grouped based on key indicators such as mission, number of doctoral-research/scholarship programs, and research expenditures. Public two-year colleges are grouped based on size and/or type.

Average tuition and fees: The cost of tuition and mandatory fees charged to a student taking 30 semester credit hours (SCH) (15 SCH in the fall and 15 SCH in the spring). For four-year public institutions and the Lamar and Technical Colleges, tuition includes mandatory tuition (state-required tuition) and designated tuition (set by institutional governing boards). Submitted to the THECB on the College Student Budget Report. **FY 2018 rates**

Percentage with debt: Percentage of an institution's graduates who incurred identifiable debt prior to graduation. **FY 2017**

Statewide student debt as a percentage of first-year wage: Median of individual student's identifiable debt to first-year wage percentage for students awarded a level I or II certificate, associate degree, or bachelor's degree from a Texas public institution. Individual must have student loan debt data at time of award and wages in first year following award. Bachelor's degrees awarded at community colleges are not included. Debt data for 2015 graduates. Wage data from 2016. (Source: *Financial Aid Database System, Office of Personnel Management, unemployment insurance [UI]*

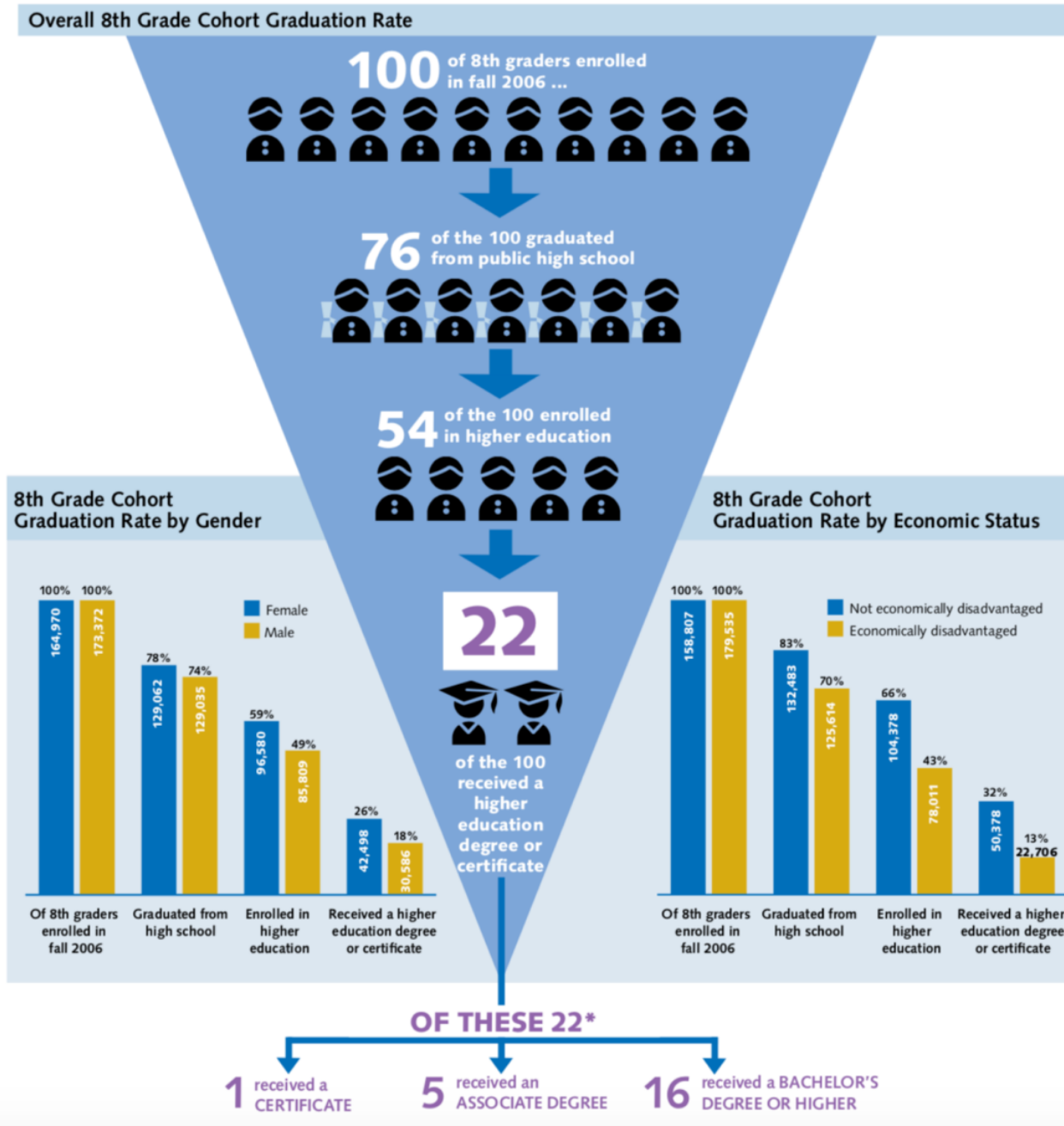
calculations include students who worked in Texas at least three-quarters of the year and did not earn a higher degree during the tracking period. No inflation factor was applied. For 2006 graduates, the wages are for 2007 (first year), 2009 (third year), 2011 (fifth year), 2012 (eighth year), and 2016 (tenth year). For 2015 graduates, the first-year wages were calculated for 2016.

Enrollment:

Fall headcount: The institutional fall headcount enrollment, including all full- and part-time students. Undergraduate headcount does not include postbaccalaureate students. **Fall 2017**

Full-time student equivalent (FTSE)





Graduation Rate of 8th Grade Cohort p. 15



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Institutional Comparisons: Two-Year Public Institutions

INTRODUCTION

NATIONAL

60X30TX

2-year public institution	Average tuition & fees	Enrollment by race/ethnicity, fall 2017						Degrees & certificates awarded by race/ethnicity, FY 2017						Student characteristics, fall 2017					
		Total	African American	Hispanic	White	Other	International	Total	African American	Hispanic	White	Other	International	% enrollment change 2012-17	% part-time	% full-time	% academic program	% technical program	% credit students receiving Pell Grants
Alamo Community College District	\$2,760	52,590	7.9%	62.9%	23.6%	5.3%	0.3%	10,301	7.5%	60.3%	26.6%	5.1%	0.6%	0.5%	71.8%	28.2%	80.6%	19.4%	32.4%
Alamo CCD—Campus-Level Data	SEE PAGES 49–51																		
Alvin Community College	\$1,940	5,709	12.5%	33.9%	43.0%	9.3%	1.3%	1,194	12.7%	26.0%	53.4%	6.9%	1.0%	10.0%	79.5%	20.5%	77.8%	22.2%	16.2%
Amarillo College	\$2,670	7,525	6.5%	41.8%	45.5%	5.5%	0.6%	2,190	4.2%	42.2%	47.5%	5.2%	0.9%	-33.0%	93.5%	6.5%	50.4%	49.6%	39.3%
Angelina College	\$2,610	5,217	13.7%	26.1%	57.1%	3.1%	0.1%	927	15.2%	28.3%	53.2%	3.1%	0.2%	-3.6%	69.2%	30.8%	53.8%	46.2%	35.5%
Austin Community College	\$2,550	38,462	8.8%	36.8%	44.4%	9.7%	0.4%	4,287	7.2%	29.9%	51.5%	11.0%	0.4%	-4.2%	82.3%	17.7%	67.9%	32.1%	20.7%
Blinn College District	\$3,448	18,465	10.8%	21.7%	60.6%	6.3%	0.6%	2,496	7.7%	17.0%	69.4%	5.2%	0.7%	3.3%	53.9%	46.1%	87.5%	12.5%	23.0%
Brazosport College	\$2,715	4,229	7.4%	39.7%	47.5%	5.0%	0.4%	1,091	8.7%	37.5%	48.1%	5.5%	0.2%	4.9%	80.3%	19.7%	62.3%	37.7%	14.0%
Central Texas College	\$2,400	8,895	27.2%	26.1%	36.4%	9.2%	1.1%	2,413	27.6%	22.6%	40.5%	9.0%	0.2%	-26.4%	76.4%	23.6%	73.5%	26.5%	29.1%
Cisco College	\$3,810	3,261	8.4%	23.1%	56.5%	11.1%	0.8%	625	8.6%	19.0%	61.0%	9.6%	1.8%	-15.1%	55.9%	44.1%	70.1%	29.9%	32.9%
Clarendon College	\$3,030	1,588	6.5%	3.9%	51.8%	35.5%	2.2%	283	5.3%	6.4%	61.5%	25.8%	1.1%	27.6%	61.1%	38.9%	80.6%	19.4%	29.2%
Coastal Bend College	\$2,646	4,464	2.2%	69.1%	22.5%	2.8%	3.5%	820	3.0%	69.5%	23.8%	1.5%	2.2%	20.0%	70.2%	29.8%	56.9%	43.1%	26.8%
College of the Mainland Community College District	\$1,773	4,328	17.4%	29.3%	48.6%	4.7%	0.0%	694	18.4%	30.1%	48.4%	2.9%	0.1%	7.9%	73.0%	27.0%	62.2%	37.8%	20.7%
Collin County Community College District	\$1,370	31,035	12.8%	20.7%	49.2%	14.7%	2.7%	3,563	11.1%	17.2%	54.1%	12.4%	5.2%	14.9%	71.5%	28.5%	65.5%	34.5%	16.2%
Dallas County Community College District	\$1,770	62,413	20.1%	38.3%	19.1%	11.1%	11.5%	10,299	20.6%	33.9%	25.3%	12.3%	7.9%	-8.4%	81.6%	18.4%	69.3%	30.7%	25.0%
Dallas CCCD—Campus-Level Data	SEE PAGES 57–60																		

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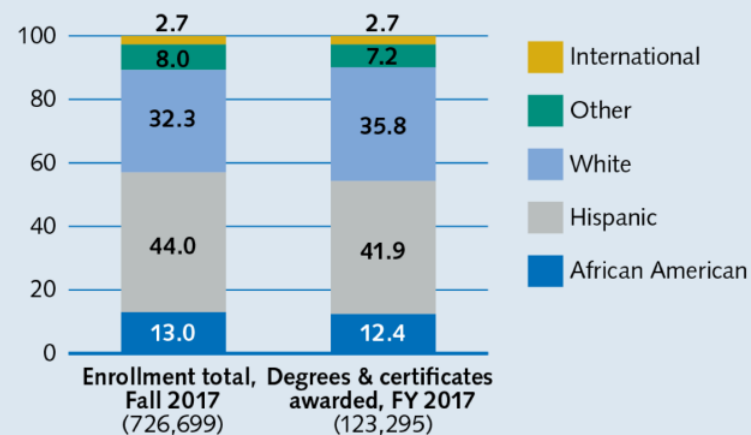
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Statewide Two-Year Public Institutions

Total Enrollment:
726,699

Average Tuition & Fees: **\$2,419**

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



STUDENT CHARACTERISTICS

Total enrollment	-0.7%
% change 2012–17	
% part-time	76.3%
% full-time	23.7%
% academic program	73.7%
% technical program	26.3%
% credit students receiving Pell Grants	30.0%

COMPLETION MEASURES

Average time to associate degree (yrs)	4.2
Average SCH to associate degree	86

GRADUATION RATES

	Full-time	Part-time
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%	

DUAL CREDIT MEASURES

Dual credit as % of total enrollment in fall 2017	19.4%
<i>Fall 2012 FTIC dual credit cohort</i>	
% persist 1 year	84.7%
% earned bacc. in 4 years or fewer	33.2%
% earned bacc. or assoc. in 4 years or fewer	36.8%

GRADUATE SUCCESS

<i>Academic programs</i>	
% employed and/or enrolled	89.7%
% employed	27.0%
% enrolled in 4-yr or 2-yr	24.7%
% employed and enrolled	37.9%
<i>Technical programs</i>	
% employed and/or enrolled	88.8%
% employed	59.9%
% enrolled in 4-yr or 2-yr	9.5%
% employed and enrolled	19.4%

DEBT OF GRADUATES

Average student debt	\$16,244
Native student debt	\$15,646
Parent debt portion	\$500
Transfer student debt	\$17,910
% students with debt	32.4%

DEVELOPMENTAL EDUCATION

Fall 2014 FTIC dev. ed. cohort

Math

Below math standard	45,998
TSI obligation met (% of total)	36.5%
Completed college course (% of total)	19.0%

Reading

Below reading standard	29,249
TSI obligation met (% of total)	52.6%
Completed college course (% of total)	39.1%

Writing

Below writing standard	28,955
TSI obligation met (% of total)	49.5%
Completed college course (% of total)	33.0%

TRANSFER STUDENTS

All transfers	26,109
Transfer cohort	125,118
Transfer rate	20.9%

FACULTY

Total	31,833
% full-time faculty	38.7%
% SCH taught by full-time faculty	63.1%
Student-faculty ratio	20:1

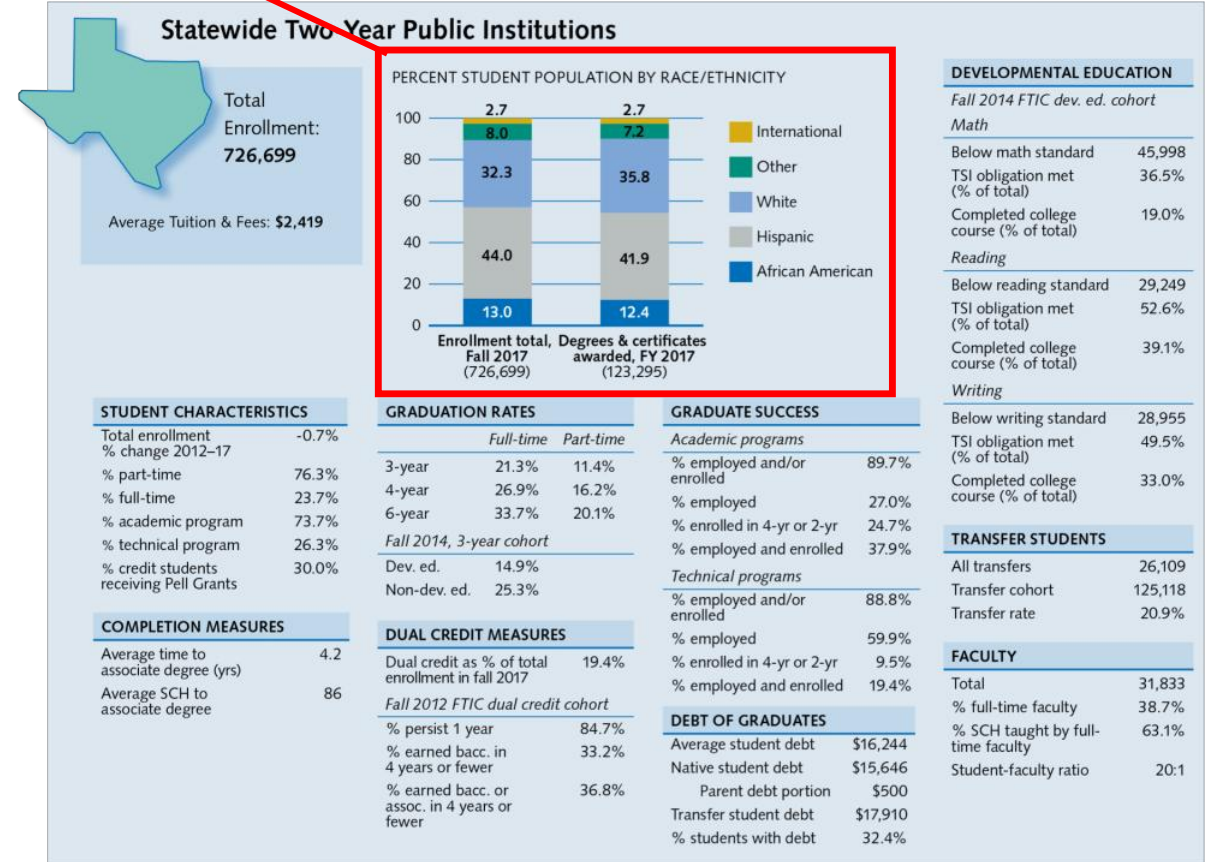
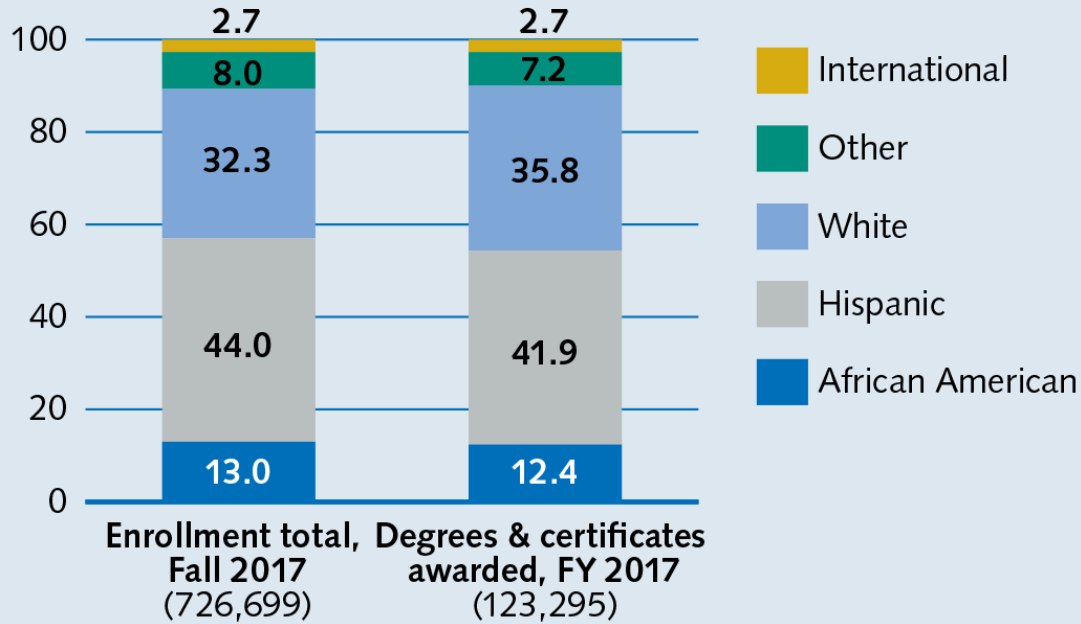
Statewide Profile
p. 48

Institutional Profiles
pp. 49-89



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PERCENT STUDENT POPULATION BY RACE/ETHNICITY



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STUDENT CHARACTERISTICS

Total enrollment
% change 2012–17 -0.7%

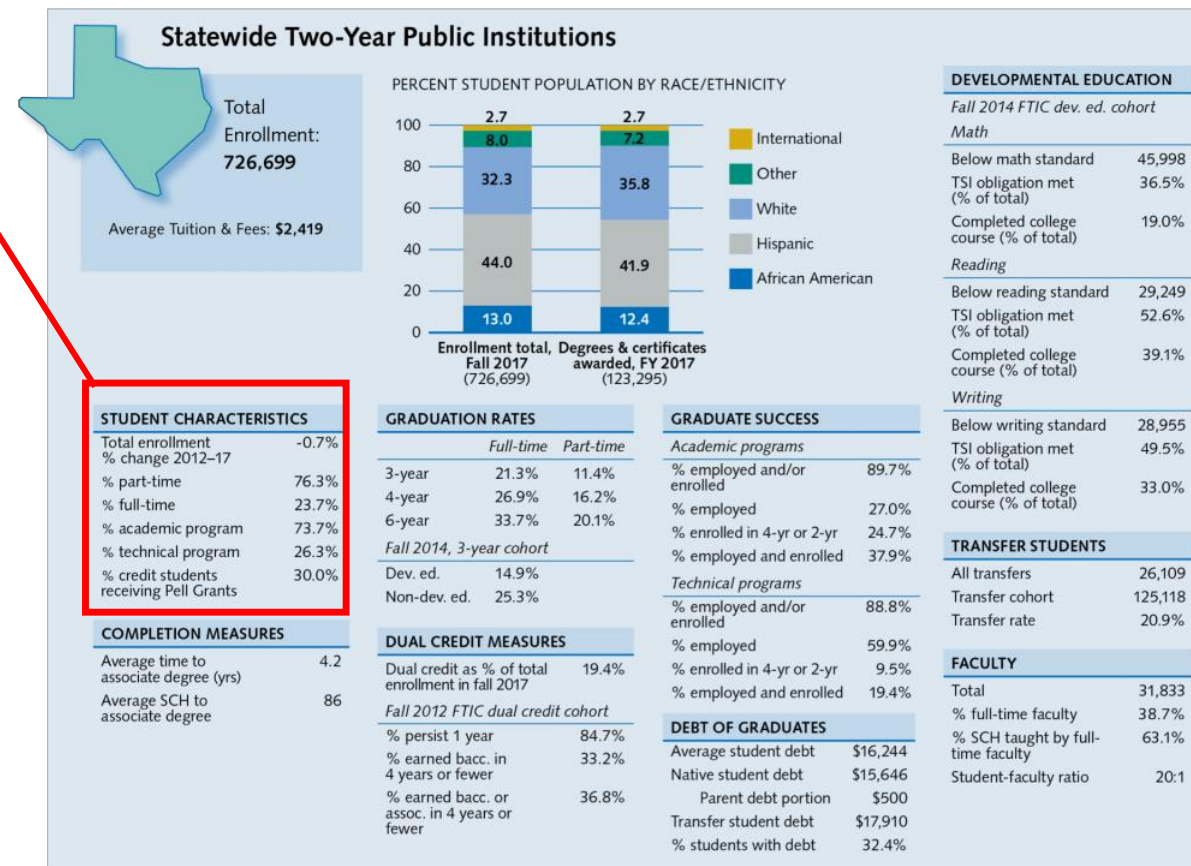
% part-time 76.3%

% full-time 23.7%

% academic program 73.7%

% technical program 26.3%

% credit students
receiving Pell Grants 30.0%



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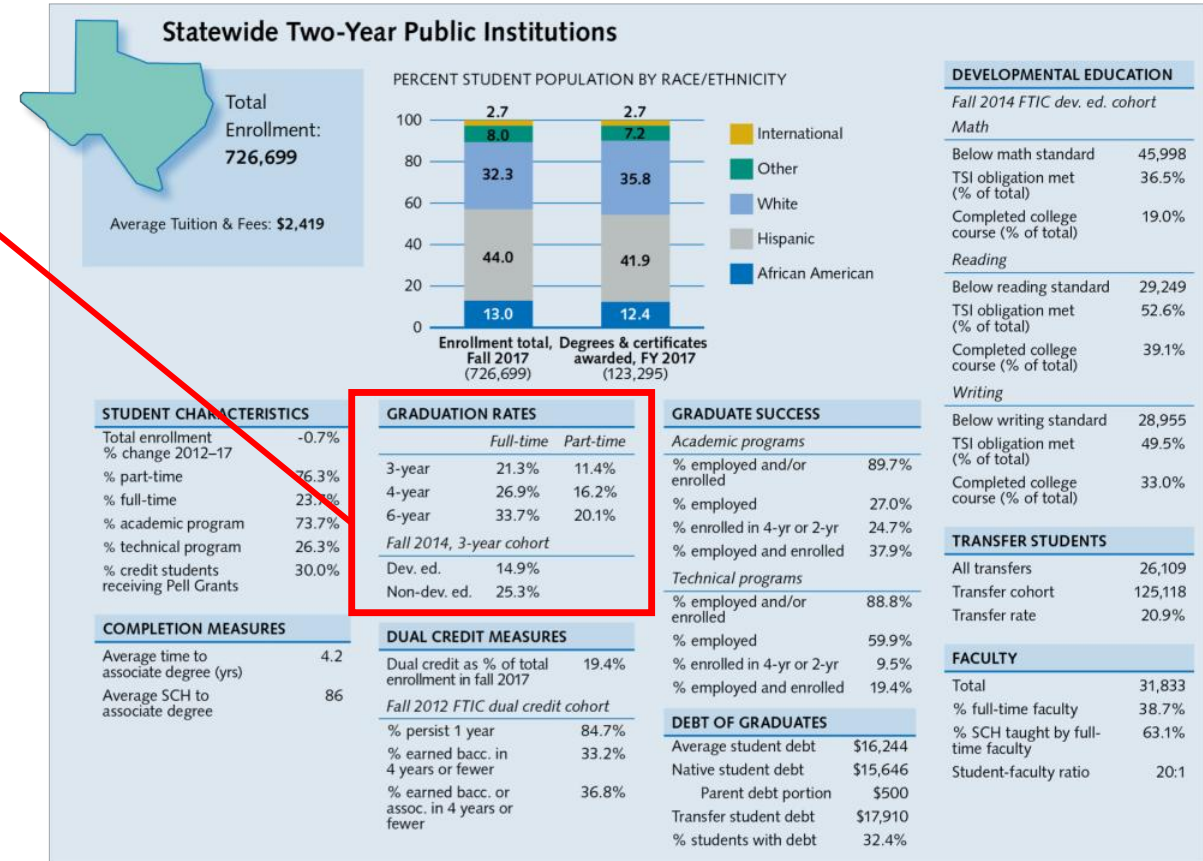
GRADUATION RATES

Full-time Part-time

3-year	21.3%	11.4%
4-year	26.9%	16.2%
6-year	33.7%	20.1%

Fall 2014, 3-year cohort

Dev. ed.	14.9%
Non-dev. ed.	25.3%



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Who are Texas community college students?



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64%

of students
**WORRY ABOUT HAVING
ENOUGH MONEY** to pay for school

61% of students have
RUN OUT OF MONEY
3 or more times
in the past year
x3



54%

of students show
SIGNS OF HOUSING INSECURITY
(struggling to pay rent/utilities or the need to move frequently)



57%

of students indicate that
it is important to them to
SUPPORT THEIR FAMILY FINANCIALLY while in school



58%

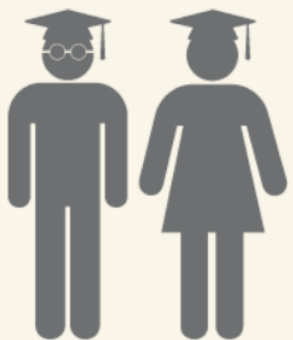
of borrowers indicate that they
HAVE MORE STUDENT LOAN DEBT
than they expected to have at this point



30%

of students show signs of
VERY LOW FOOD SECURITY
according to the USDA scale
(skipping meals, eating less or less nutritious food)





64% of **STUDENTS ARE LESS THAN CONFIDENT** they will be able to **pay off the debt** they acquired while in school



56% of students pay for college **using money from their current employment**



43%

find the total **DEBT** amount to be **OVERWHELMING** (credit card, car loan, money owed to family/friends)

30%



of students pay for college with **CREDIT CARDS**

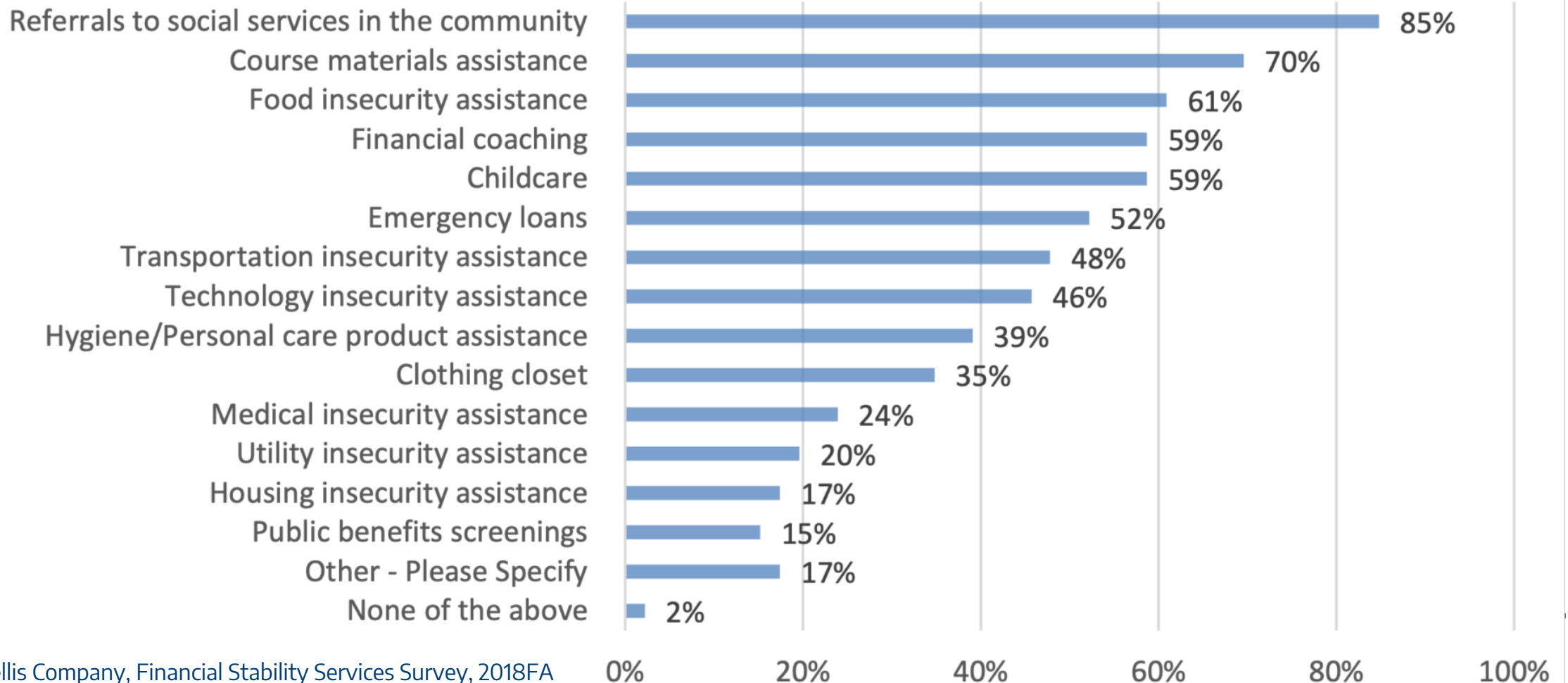
70%

of students say they **WOULD USE FINANCIAL SUPPORT** services offered by their school



67% of students say they would have **TROUBLE GETTING \$500** in cash or credit to meet an unexpected need within the next month

What financial stability services do you provide to students?



What are examples of board actions that address disparate outcomes among student groups?



Vision Statements

- Austin Community College
 - The Austin Community College District will be recognized as the preferred gateway to higher education and training, and as the catalyst for social equity, economic development, and personal enrichment.
- Lone Star College
 - Lone Star College will be a model college globally recognized for achieving exceptional levels of success in student learning, student completion, gainful employment, equity and affordability.



Grayson College Equity Statement

- At Grayson College, equity refers to providing what students need to be successful through the intentional design of the college experience. At its base, our approach to equity is rooted in fairness. We believe that access to a high-quality education in an inclusive environment is the right of all individuals and is imperative for the continued advancement of a strong democracy and workforce. We know the college serves as a beacon of hope for preserving access to higher education and success for all students, particularly students of color, low-income students, and other historically underrepresented student populations. Structural inequalities and systemic poverty that are often the result of historic and systemic social injustices have a negative impact on our vision of access and success. We acknowledge these inequities typically manifest themselves as the unintended or indirect consequences of unexamined institutional or social policies. All members of our team must commit to the pursuit of dismantling these barriers on our path to providing equity for students. This starts with routinely scrutinizing structural barriers to student success and is followed by executing an intentional approach to creating a climate of enacting equity-minded policies, practices (including employment practices and talent management) and behaviors that lead to success for all students.



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Alamo Colleges Policy: Student Success: Equity

- The Alamo Colleges District is committed to systemic transformation to make quality learning a shared priority. To address the visible gaps in opportunities, expectations, and outcomes, a deep understanding of the imbalances within the Alamo Colleges District and service region is essential. By prioritizing equity in Board policy, the Alamo Colleges District is fulfilling our Mission to empower our diverse communities for success.



Breakout Session #2

1. What data does the board monitor? What data does it need?
2. Who are your students?
3. What do graduation rate data indicate about a student's likelihood of graduation?
4. What are the college's student success and equity goals?

