Understanding Students’ Experiences Using Data

Kristi Short
Director,
Texas Success Center,
Texas Association of Community Colleges
Texas Pathways: Dedicated to Socio-Economic Mobility

<table>
<thead>
<tr>
<th>K12 &amp; AEL Partners</th>
<th>CONNECT</th>
<th>ENTER</th>
<th>PROGRESS</th>
<th>SUCCEED</th>
<th>Four-Year &amp; Industry Partners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eighth Grade-High School Graduation Adults</td>
<td>On-Ramps-Gateway Courses</td>
<td>Structured Programs of Study - Productive Persistence</td>
<td>Certificates Associate Degrees Efficient Transfer Meaningful Jobs</td>
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</tbody>
</table>
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

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

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
2018 Texas Public Higher Education Almanac
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
### Institutional Comparisons: Two-Year Public Institutions

<table>
<thead>
<tr>
<th>2-year public institution</th>
<th>Average tuition &amp; fees</th>
<th>Enrollment by race/ethnicity, fall 2017</th>
<th>Degrees &amp; certificates awarded by race/ethnicity, FY 2017</th>
<th>Student characteristics, fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>African American</td>
<td>Hispanic</td>
</tr>
<tr>
<td>Alamo Community College District</td>
<td>$2,760</td>
<td>52,590</td>
<td>7.9%</td>
<td>62.9%</td>
</tr>
<tr>
<td>Alamo CCD—CAMPUS-Level Data</td>
<td>SEE PAGES 49–51</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alvin Community College</td>
<td>$1,940</td>
<td>5,709</td>
<td>12.5%</td>
<td>39.9%</td>
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<tr>
<td>Amarillo College</td>
<td>$2,670</td>
<td>7,525</td>
<td>6.5%</td>
<td>41.8%</td>
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<tr>
<td>Angelina College</td>
<td>$2,610</td>
<td>5,217</td>
<td>13.7%</td>
<td>26.1%</td>
</tr>
<tr>
<td>Austin Community College</td>
<td>$2,550</td>
<td>38,462</td>
<td>8.8%</td>
<td>36.8%</td>
</tr>
<tr>
<td>Blinn College</td>
<td>$3,448</td>
<td>18,465</td>
<td>10.8%</td>
<td>21.7%</td>
</tr>
<tr>
<td>Brazosport College</td>
<td>$2,715</td>
<td>4,229</td>
<td>7.4%</td>
<td>39.7%</td>
</tr>
<tr>
<td>Central Texas College</td>
<td>$2,400</td>
<td>8,895</td>
<td>27.2%</td>
<td>26.1%</td>
</tr>
<tr>
<td>Cisco College</td>
<td>$3,810</td>
<td>3,261</td>
<td>8.4%</td>
<td>23.1%</td>
</tr>
<tr>
<td>Clarendon College</td>
<td>$3,030</td>
<td>1,588</td>
<td>6.5%</td>
<td>3.9%</td>
</tr>
<tr>
<td>Coastal Bend College</td>
<td>$2,646</td>
<td>4,464</td>
<td>2.1%</td>
<td>69.1%</td>
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<tr>
<td>College of the Mainland Community College</td>
<td>$1,773</td>
<td>4,328</td>
<td>17.4%</td>
<td>29.3%</td>
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<tr>
<td>Collin County Community College</td>
<td>$1,370</td>
<td>31,035</td>
<td>12.8%</td>
<td>20.7%</td>
</tr>
<tr>
<td>Dallas County Community College</td>
<td>$1,770</td>
<td>62,413</td>
<td>20.1%</td>
<td>38.3%</td>
</tr>
</tbody>
</table>

Texas Success Center
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%
# Graduation Rates

<table>
<thead>
<tr>
<th></th>
<th>Full-time</th>
<th>Part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-year</td>
<td>21.3%</td>
<td>11.4%</td>
</tr>
<tr>
<td>4-year</td>
<td>26.9%</td>
<td>16.2%</td>
</tr>
<tr>
<td>6-year</td>
<td>33.7%</td>
<td>20.1%</td>
</tr>
</tbody>
</table>

**Fall 2014, 3-year cohort**

- Dev. ed.     | 14.9%     |
- Non-dev. ed. | 25.3%     |
Who are Texas community college students?
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.

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?

- Referrals to social services in the community: 85%
- Course materials assistance: 70%
- Food insecurity assistance: 61%
- Financial coaching: 59%
- Childcare: 59%
- Emergency loans: 52%
- Transportation insecurity assistance: 48%
- Technology insecurity assistance: 46%
- Hygiene/Personal care product assistance: 39%
- Clothing closet: 35%
- Medical insecurity assistance: 24%
- Utility insecurity assistance: 20%
- Housing insecurity assistance: 17%
- Public benefits screenings: 15%
- Other - Please Specify: 17%
- None of the above: 2%
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.

Adapted from Achieving the Dream Equity Statement
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?