

Understanding Students' Experiences Using Pathways Data

Description

Building on prior discussions and notes, delegates will review data and continue considering actions that the board will take toward an effective comprehensive student success strategy. Using data from the 2019 Texas Higher Education Coordinating Board's Public Higher Education Almanac, delegates will reflect on students' experiences and consider the consequences of potentially fragmented, isolated, or smaller scale approaches to improving student success.

Instructions

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. 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.
3. Note impressions of the impact of the college's current strategies on student success.

STUDENTS' END GOAL: GRADUATION

In any given year about 75-80% of first-time students are degree seeking, yet, in the statewide data below, only 23.3% of full-time and 11.7% of part-time students graduate with any credential in 3 years. Seventeen percent of students enrolled in developmental education do the same.

Find the corresponding data for your college (handout). 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	23.3%	11.7%
4-year	30.5%	18.5%
6-year	36.9%	22.6%
<i>Fall 2015, 3-year cohort</i>		
Dev. ed.	17.8%	
Non-dev. ed.	28.2%	

PATHWAYS FROM HIGH SCHOOL

According to the Higher Education Almanac, only one in four 8th graders earns a postsecondary credential of any kind and the prospects are worse for males and economically disadvantaged students. 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?

