## TRANSFORMING INSTITUTIONAL CULTURE

ADOPTING 8-WEEK TERMS

ADVANCING STUDENT SUCCESS



**ODESSA COLLEGE** 

# TEXAS SUCCESS CENTER scaling 8-week course strategies in Texas



# "NEVER LET A GOOD CRISIS GO TO WASTE."

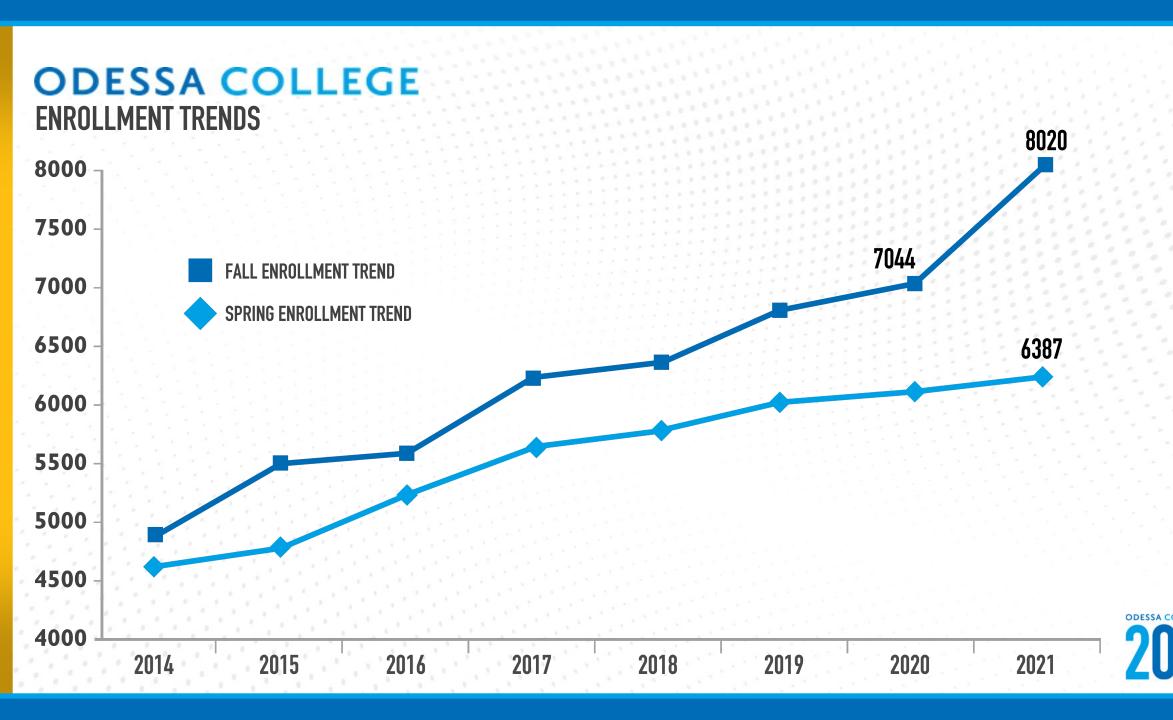


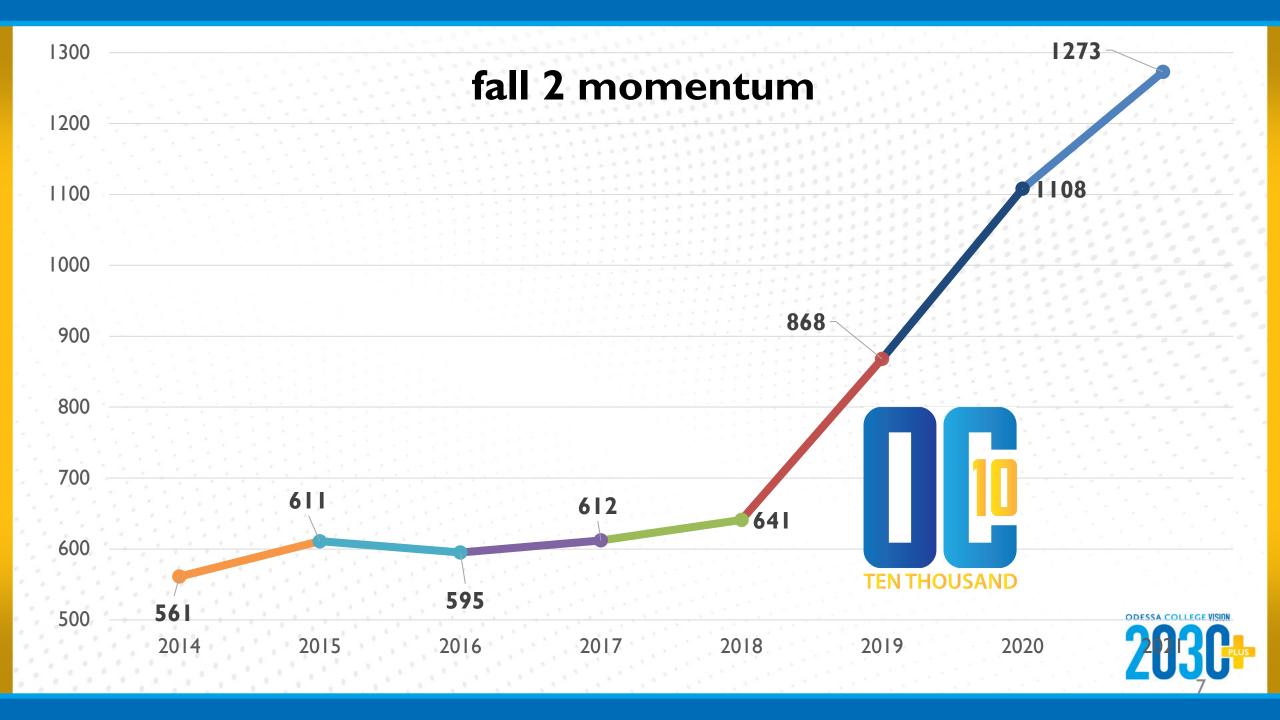
# EVIDENCE OF EXCELLEGE EXCELLEGE



## DATA-OUTCOMES (THEN vs. NOW)







#### ODESSA COLLEGE

**DROP RATE** 

2010

67% SUCCESS RATE 2021





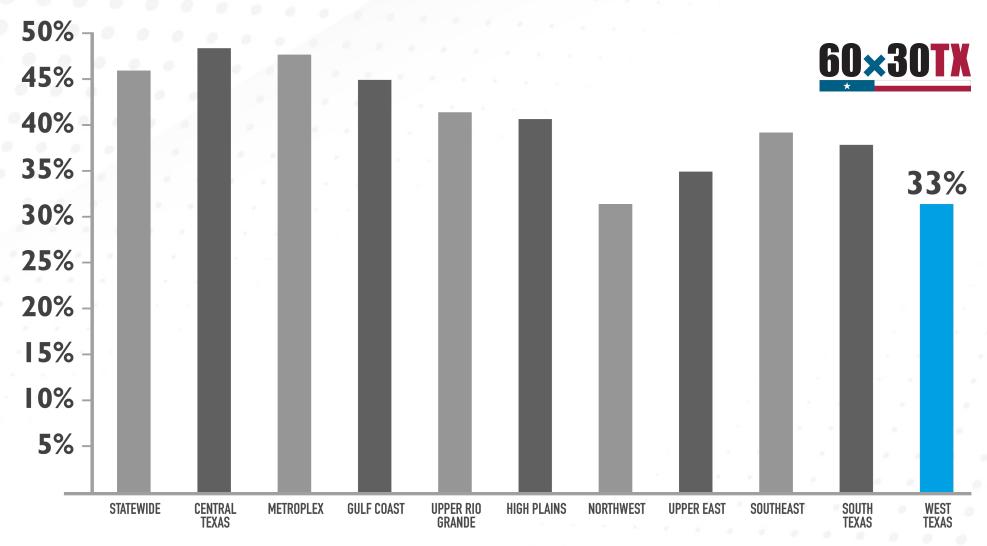
#### ODESSA COLLEGE

#### **DEGREES AND CREDENTIALS AWARDED**







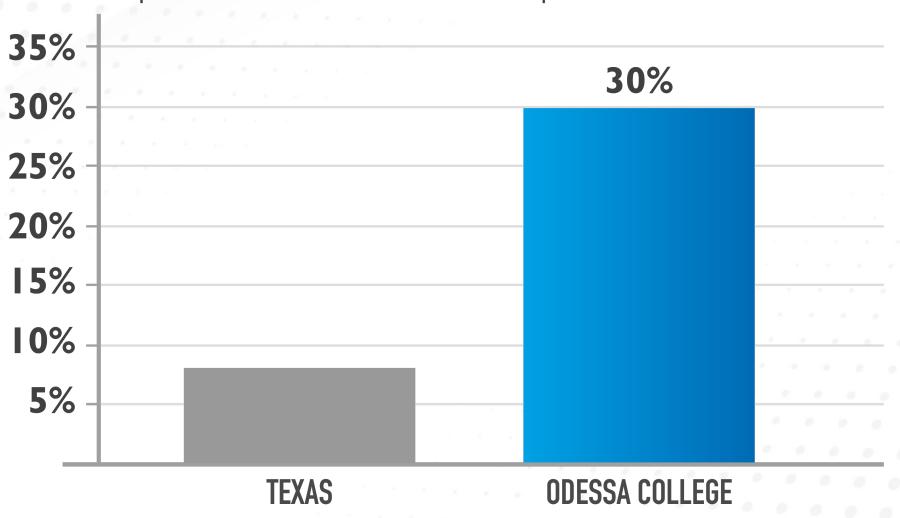


PERCENT OF THE 25-34 YEAR-OLD POPULATION WITH CERTIFICATE OR HIGHER POSTSECONDARY CREDENTIAL | 2018

### **SUCCESS POINT INCREASE**



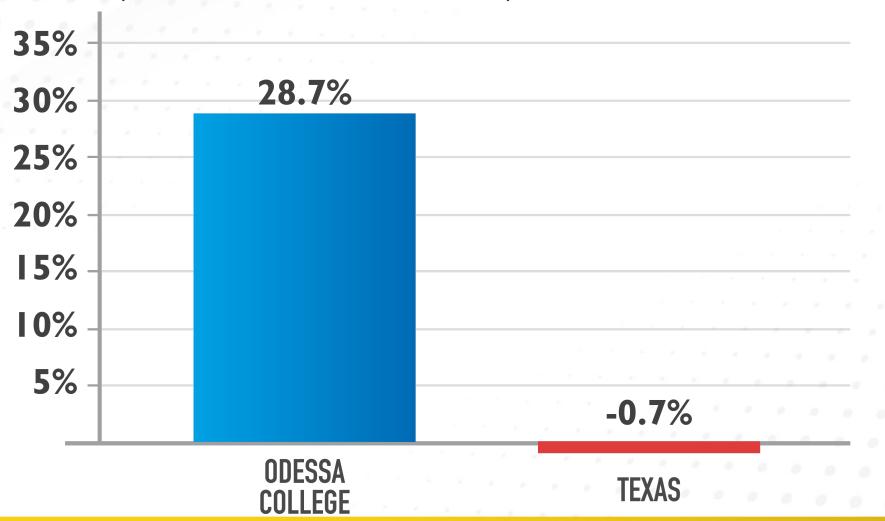
OVER 3 YEARS | TEXAS PUBLIC HIGHER EDUCATION ALMANAC | 2018



#### 5 YEAR FALL ENROLLMENT GROWTH PERSPECTIVE



2012 - 2017 | TEXAS PUBLIC HIGHER EDUCATION ALMANAC | 2018



### AVERAGE SUCCESS RATES ("C" or better) FALL TERMS

2009
JOINED ACHIEVING the DREAM

2014-2018 8-WEEK TERM + DROP RATE IMPROVEMENT PROGRAM

	ALL STUDENTS		
	WHITE	HISPANIC	BLACK
TRADITIONAL (ages 18-25)	66%	64%	<b>54</b> %
NON-TRADITIONAL (ages 26-35)	74%	62%	69%
PELL	70%	69%	69%

ALL STUDENTS		
WHITE	HISPANIC	BLACK
75%	74%	<b>75</b> %
78%	79%	73%
82%	78%	79%

### AVERAGE SUCCESS RATES ("C" or better) FALL TERMS

2009
JOINED ACHIEVING the DREAM

2014-2018 8-WEEK TERM + DROP RATE IMPROVEMENT PROGRAM

	MALE STUDENTS		
	WHITE	HISPANIC	BLACK
TRADITIONAL (ages 18-25)	66%	64%	<b>54</b> %
NON-TRADITIONAL (ages 26-35)	74%	62%	<b>57</b> %
PELL	67%	67%	49%

MALE STUDENTS		
WHITE	HISPANIC	BLACK
<b>75</b> %	74%	<b>75</b> %
78%	79%	<b>72</b> %
74%	77%	74%

### AVERAGE SUCCESS RATES ("C" or better) FALL TERMS

**2009**JOINED ACHIEVING the DREAM

2014-2018 8-WEEK TERM + DROP RATE IMPROVEMENT PROGRAM

	FEMALE STUDENTS		
* * * * *	WHITE	HISPANIC	BLACK
TRADITIONAL (ages 18-25)	<b>72</b> %	67%	64%
NON-TRADITIONAL (ages 26-35)	69%	67%	67%
PELL	71%	70%	66%

FEMALE STUDENTS		
WHITE	HISPANIC	BLACK
80%	77%	74%
81%	81%	<b>79</b> %
82%	80%	80%

### EVIDENCE OF EXCELLENCE











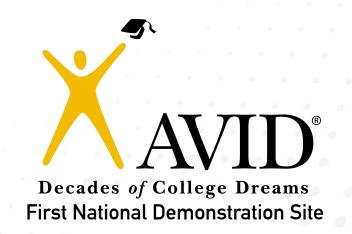


### EVIDENCE OF EXCELLENCE











# OUR IN RK COLLEGE

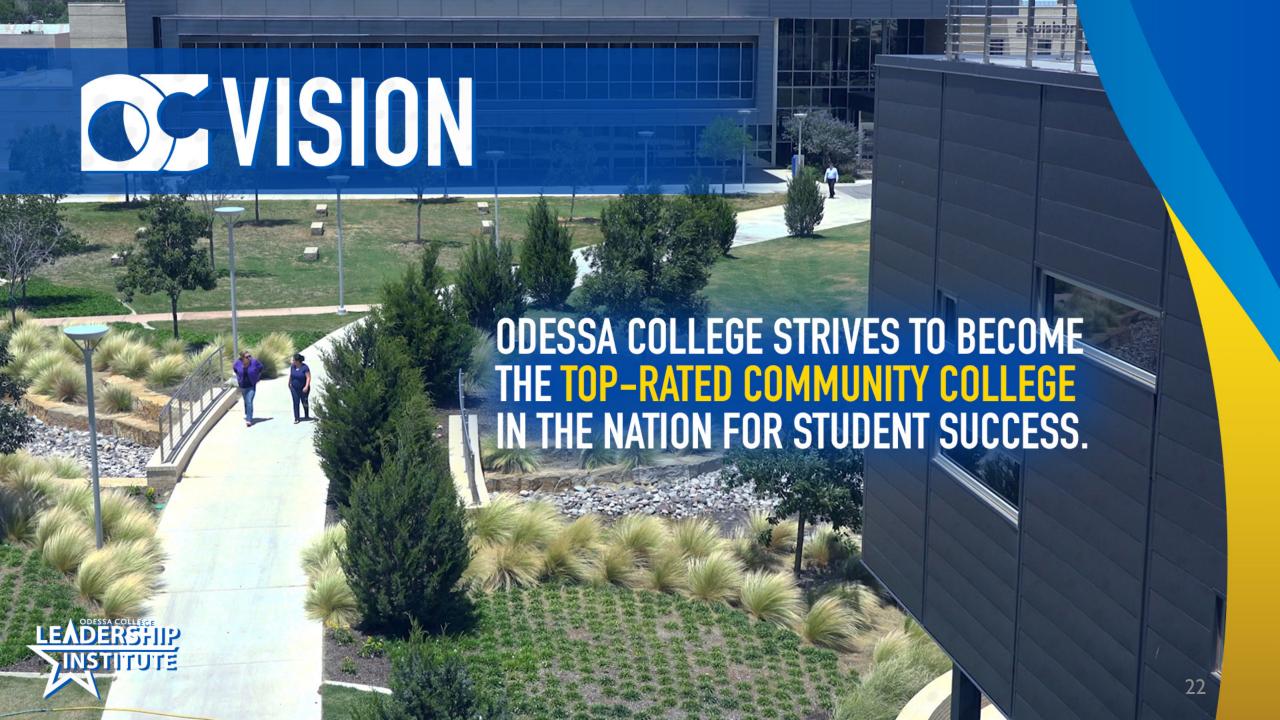
LEADERSHIP INSTITUTE

## VISION: OUR WHY DR. GREGORY D. WILLIAMS



## "HIGHER EDUCATION IS NOT DOING ENOUGH GOOD FOR ENOUGH PEOPLE"





# CULTURE ODESSA COLLEGE ADMIN TEAM



STUDENT SUCCESS

WE ARE ACCOUNTABLE

STUDENT CENTERED

ASPEN PRIZE

WE ARE **ALL IN** 

### ABSSACQLEGE ABUTUGE

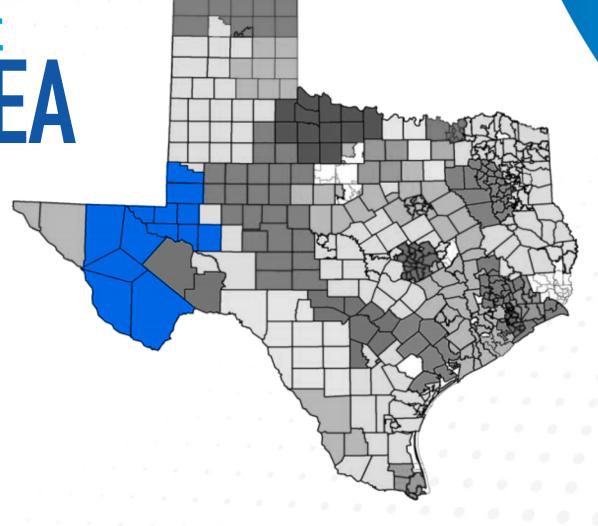
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### SERVICE AREA

Serving a COMMUNITY stretched over 33,000 square miles.





ENROLLMENT

FALL 2021

9,829

1.183 FIRST TIME IN COLLEGE

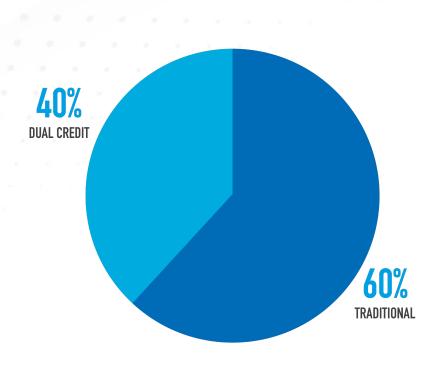
**GENDER** 

60%

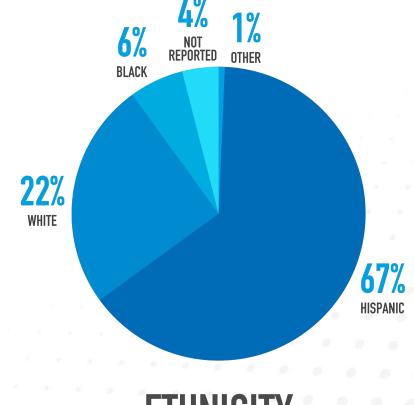
**FEMALE** 

40%

MALE



**TYPE** 



**ETHNICITY** 

### ODESSA COLLEGE...BY THE NUMBERS

1946

BACHELOR DEGREE HOLDERS

76%
HIGH SCHOOL GRADUATES

9,829
STUDENTS ANNUALLY

FULL AND PART-TIME EMPLOYEES

\$5 MILLION

## GUIDING PRINCIPLES



### CULTURE: GUIDING PRINCIPLES

WE ARE **ALL IN**  WE IMPROVE STUDENT SUCCESS

WE CLOSE EQUITY GAPS

WE ARE ACCOUNTABLE

WE ARE MASTERS OF PARADOX

WE ARE TRANSPARENT

WE DO MORE FOR OUR STUDENTS

WE KEEP STUDENTS IN CLASSES

### STUDENTS COLLEGE STUDENTS COMMIT TO

complete what you start

attend class & attempt each assignment

ask questions & use support resources

develop well-organized & disciplined work habits

## HUMAN & FINANCIAL RESOURCES



### EMPLOYEES COLLEGE EMPLOYEES COMMIT TO

make eye contact, smile, saying "hello," acknowledge

recognize good or vulnerable behavior – celebrate or intervene

engage with students – establish a personal connection

develop clear & coherent
practices & processes for students
- eliminate barriers

### RIGHT PEOPLE GOOD FIT

DEVELOP JOB DESCRIPTION

INTERVIEW COMMITTEE

**INTERVIEWS** 

MEMO DISCUSSION INTERVIEW WITH PRESIDENT

EXTEND OFFER



# "DON'T LET THE MONT LET THE MONT LET THE BEA BARRIER"

. . . . . . .



**FACILITIES** 

FOUNDATION & COMMUNITY

TUITION INCENTIVES

BOOKSTORE REVENUE VS. OER

BE FLEXIBLE

MAXIMIZE RESOURCES





#### **OCIOK Committee Representatives**

37 Members, Representing **ALL** Campus Areas

- Administrative Team
- Associate VPs for Instruction
- Instructional Deans
- Director, Fab Lab
- Executive Director, Extension
   Areas
- Director, Pecos Center
- Executive Director, Information Services
- Chief Financial Officer
- Director, Testing Center
- Registrar

- Executive Director, Marketing & Communications
- Executive Director, Dual Credit
- Associate Dean, Continuing Ed
- Executive Director, Enrollment Services
- Executive Director, Student Life
- Director, Internal Communications
- Executive Director, Adult Education
- Coordinator of Recruitment
- Lead Academic Success Coaches
- Director, Financial Aid







# ODESSA COLLEGE







YOU'RE ELIGIBLE!

**TUITION DISCOUNTS** 

PRIORITY FINANCIAL AID

**COMPLETION BONUS** 

PRIORITY REGISTRATION





### MANDATORY TUTORING

## SUPPLEMENTAL INSTRUCTION

# Coac



### OPEN EDUCATIONAL RESOURCES

# STUDENTS SAVE PER SEMESTER



### WRANGLER FOOD PANTRY





#### ODESSA COLLEGE COMMUNITY CONVERSATION





# professa college. Orofessa coll

# NO F GRADE

#### **ODESSA COLLEGE**











### ExonMobil



**ENTREPRENEURSHIP | OCCUPATIONAL HEALTH & SAFETY MANAGEMENT** 



AUTOMATION

### OC2UTPB



# Team Talk INSTITUTIONAL CULTURE



# DROP RATE IMPROVEMENT PROGRAM







### LEADINGINDICATORS

OUTCOMES APPARENT IN FIRST TERM IMPLEMENTED EMPLOYEE ENGAGEMENT HAS DIRECT IMPACT ON OUTCOMES

**ENROLLMENT** 

CLASS COMPLETION

SUCCESS

### LAGGINGINDICATORS

### WILL GENERALLY RISE OR FALL WITH LEADING INDICATOR TRENDS

**PERSISTENCE** 

GRADUATION

**TRANSFER & CAREER** 

### HIGH IMPACT, HIGH ENGAGEMENT STRATEGIES TO RECRUIT, RETAIN, EDUCATE, GRADUATE

DUAL CREDIT
EARLY COLLEGE HS
HS GRADUATION

**MATRICULATION** 

FTIC FIRST SEMESTER

ENROLLMENT

CLASS COMPLETION

SUCCESS

**PERSISTENCE** 

GRADUATION TRANSFER CAREER **ODESSA COLLEGE** 

# DROP RATE IMPROVEMENT PROGRAM

## DECREASED DROP RATES FOR ALL STUDENTS

SUCCESS FOR ALL STUDENTS

ALL STUDENTS
EQUITY GAPS
GONE OR REDUCED

### COMPARISON OF INSTRUCTOR RESULTS TEACHING ADVANCED COURSE | DIFFERENT SECTIONS

	YEARS TAUGHT	DROP RATE	SUCCESS RATE	TOTAL ENROLLMENT
INSTRUCTOR 1	2 YEARS	34.7%	55.1%	91
INSTRUCTOR 2	3 YEARS	7.3%	79.1%	129
INSTRUCTOR 3	4 YEARS	7.1%	86.4%	154
INSTRUCTOR 4	5 YEARS	26.6%	58.1%	390

#### SAME CLASSROOM ENVIRONMENT

TEXT, SYLLABI, LAB EXAMS, MATERIAL COVERED ON LECTURE EXAMS AND FINAL

### WHY HIGHER DROP RATES FOR SOME INSTRUCTORS?

"MY CLASSES ARE MORE RIGOROUS"

"A LOT OF MY
CLASSES ARE AT
NIGHT AND STUDENTS
ARE TIRED"

"A LOT OF MY CLASSES ARE IN THE MORNING AND STUDENTS ARE TIRED" "I DON'T GIVE AWAY GRADES LIKE SOME OTHER INSTRUCTORS"

"I TEACH SCIENCE WHICH IS A LOT TOUGHER THAN ENGLISH OR OTHER EASIER COURSES"

"I TEACH INTRODUCTORY COURSES AND STUDENTS JUST AREN'T PREPARED"

"HIGH SCHOOLS DON'T PREPARE STUDENTS AS WELL AS THEY USED TO"

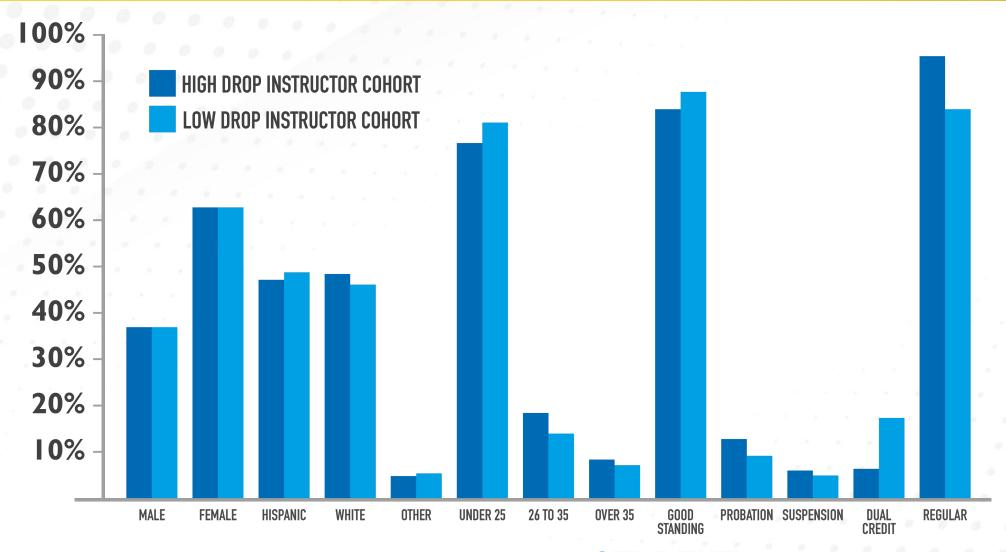
#### RESEARCH QUESTION

CAN A HIGH DROP RATE INSTRUCTOR BECOME A LOW DROP RATE INSTRUCTOR BY CHANGING THE MIX OF STUDENTS?

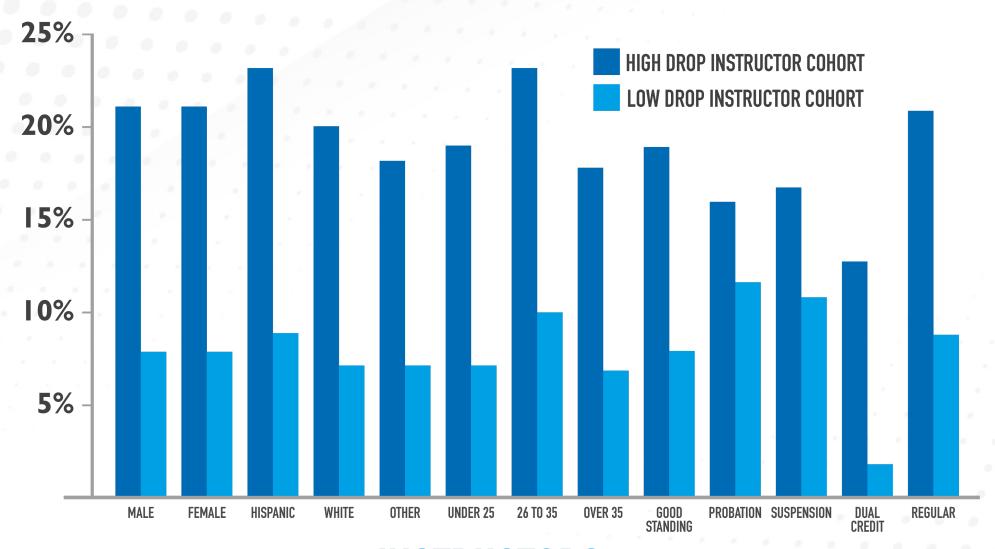
### 3 YEAR AVERAGE DROP RATES | FULL TIME INSTRUCTORS MINIMUM 800 STUDENTS | FALL 2007 - SPRING 2010

LOW DROP RATE COHORT				
	TOTAL ENROLLED	% DROP		
INSTRUCTOR 1	939	4.2%		
INSTRUCTOR 2	857	5.6%		
INSTRUCTOR 3	864	7.4%		
INSTRUCTOR 4	1641	8.6%		
INSTRUCTOR 5	969	8.4%		
INSTRUCTOR 6	1336	9.4%		
INSTRUCTOR 7	1305	9.6%		
INSTRUCTOR 8	1409	10.3%		
INSTRUCTOR 9	929	10.3%		
INSTRUCTOR 10	1208	11.0%		

HIGH DROP RATE COHORT				
	TOTAL ENROLLED	% DROP		
INSTRUCTOR 1	1016	30.0%		
INSTRUCTOR 2	953	23.5%		
INSTRUCTOR 3	799	20.3%		
INSTRUCTOR 4	959	18.5%		
INSTRUCTOR 5	1095	18.9%		
INSTRUCTOR 6	1225	18.7%		
INSTRUCTOR 7	848	17.0%		
INSTRUCTOR 8	1454	14.3%		
INSTRUCTOR 9	1381	14.8%		
INSTRUCTOR 10	1353	14.3%		



THERE WERE NO DIFFERENCES IN THE STUDENT DEMOGRAPHIC PROFILES OF HIGH AND LOW DROP RATE INSTRUCTORS



HIGH DROP RATE INSTRUCTORS HAD MORE DROPS FOR ALL DISAGGREGATED STUDENT GROUPS

## ANSWER: NO



CAN A HIGH DROP RATE INSTRUCTOR BECOME A LOW DROP RATE INSTRUCTOR BY CHANGING THE MIX OF STUDENTS?

WHAT DO LOW DROP INSTRUCTORS SHARE IN COMMON THAT COULD **ACCOUNT FOR THEIR** LOW DROP RATE?

#### **ANSWER:**



- 1. TALK TO STUDENTS BY NAME
- 2. SPEND ONE-ON-ONE TIME WITH STUDENTS
- 3. INTERVENE IMMEDIATELY
- 4. MASTERS OF PARADOX

# DROP RATE IMPROVEMENT PROGRAM RESULTS FIRST SEMESTER IMPLEMENTATION

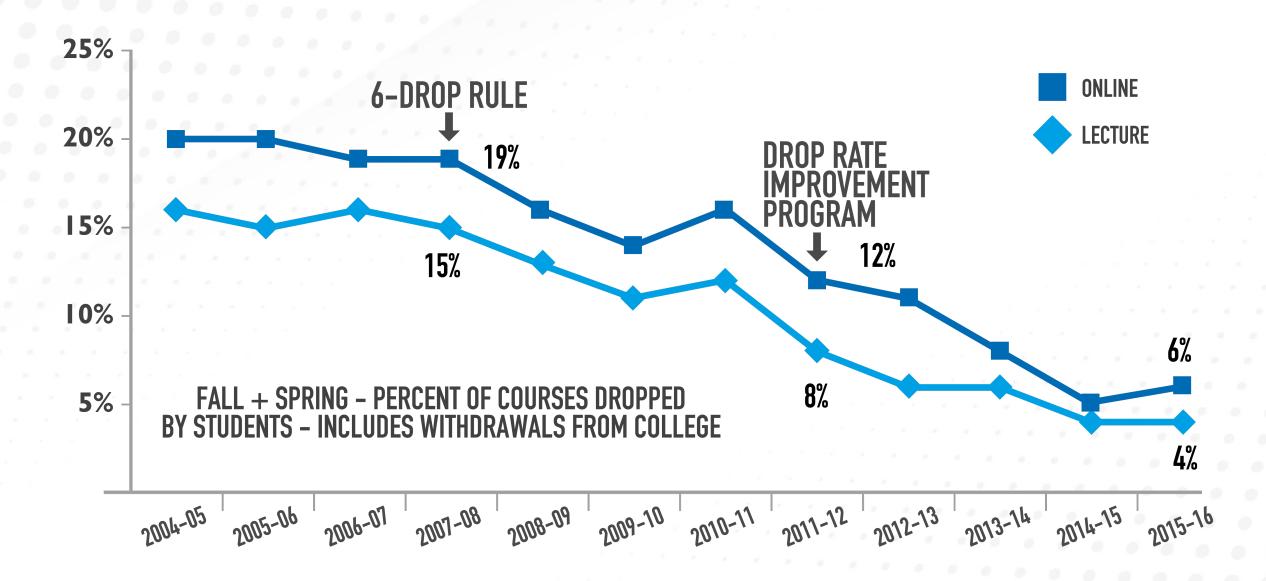


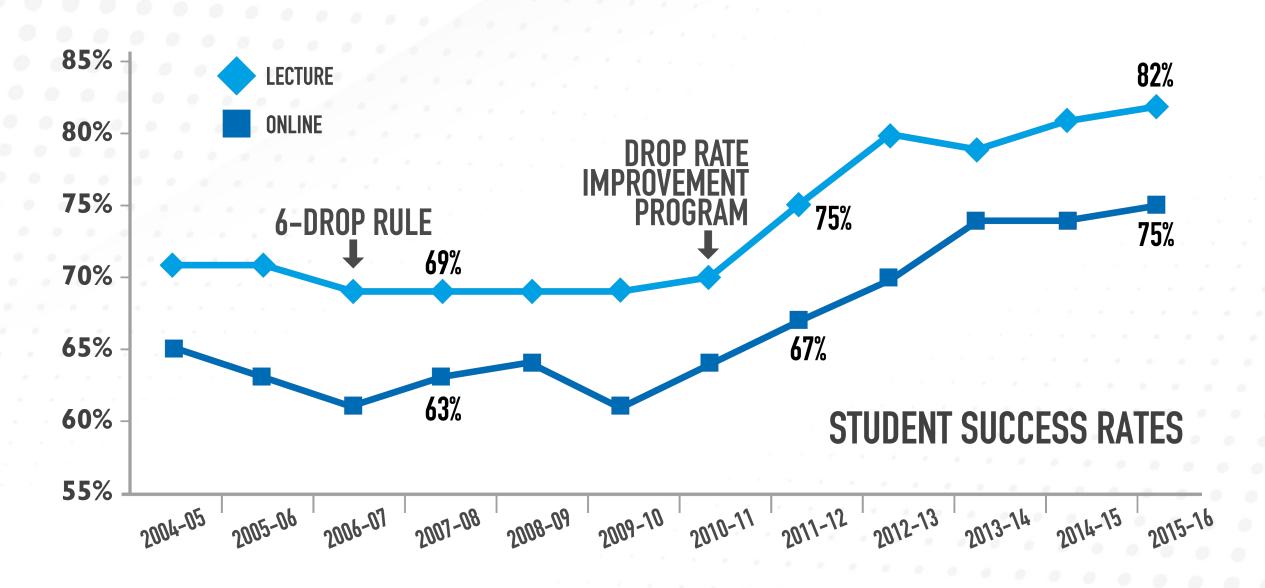
	FIRST SEMESTER SUCCESS RATES "C" OR BETTER AS A % OF STUDENTS ON CENSUS DAY		HISTORIC DROP RATE (3YR AVG)	DROP RATE IMPROVEMENT F11	
	<b>EXPERIENCED INSTRUCTORS</b>	INSTRUCTOR 1	28.1%	6.7%	
		INSTRUCTOR 2	23.7%	9.7%	
		INSTRUCTOR 3	22.7%	15.1%	
		INSTRUCTOR 4	20.8%	9.2%	
		INSTRUCTOR 5	20.7%	8.1%	
		INSTRUCTOR 6	19.0%	7.6%	
		INSTRUCTOR 7	18.6%	13.4%	
		INSTRUCTOR 8	18.4%	5.5%	
		INSTRUCTOR 9	18.3%	15.1%	
	NEW INSTRUCTORS	INSTRUCTOR 10	22.0%	7.3%	
		INSTRUCTOR 11	19.8%	10.3%	
'					78



# WILL ANYTHING THAT IMPROVES STUDENTS' IN-CLASS RETENTION ALSO IMPROVE STUDENT SUCCESS?

TEC §51.907 | 6 — DROP RULE; BEGAN FALL 2007





#### ANSWER: NO



WILL ANYTHING THAT IMPROVES STUDENTS' IN-CLASS RETENTION ALSO IMPROVE STUDENT SUCCESS?

TEC §51.907 | 6 — DROP RULE; BEGAN FALL 2007

IT'S WHY THEY STAY IN CLASS THAT MAKES A DIFFERENCE IN THEIR LEVEL OF ACHIEVEMENT

## FACULTY COMMIT TO

interact with students by name by first class/end of first week

close monitoring of student behavior & progress with immediate intervention

one-on-one meetings/frequent communications with students early in semester

highly structured courses with penalties for missed exams & assignments, etc. but flexible when appropriate

#### ODESSA COLLEGE'S FOUR COMMITMENTS

INTERACT WITH STUDENTS BY NAME

CLOSELY MONITOR STUDENT BEHAVIOR AND INTERVENE EARLY ONE ON ONE MEETINGS WITH STUDENTS

MASTER OF PARADOX

#### **INSTRUCTIONAL EXPECTATIONS**

INTERACTING WITH STUDENTS BY NAME DURING THE FIRST WEEK OF A NEW TERM. MONITORING STUDENT BEHAVIOR AND PROGRESS WHEN AN ISSUE ARISES. MEETING WITH STUDENTS ONE-ON-ONE AND COMMUNICATING ROUTINELY ABOUT THEIR COURSE PERFORMANCE. BECOMING A 'MASTER OF PARADOX' (I.E., MAINTAINING A STRUCTURED COURSE WHILE ALLOWING FOR SOME FLEXIBILITY).

#### **INSTRUCTIONAL STRATEGIES EXAMPLES**

- UNOFFICIAL SEATING CHART
- NAME/FACE RECOGNITION
- CALL STUDENT BY NAME IN ONLINE ENVIRONMENT
- OPPORTUNITY TO USE AVID STRATEGIES TO GET TO KNOW STUDENTS
- USE SUPPLEMENTAL INSTRUCTOR OR EMBEDDED ACADEMIC SUPPORT SYSTEM FOR ALL STUDENTS.
- CALL/EMAIL, USE A TEXT PLATFORM IN CLASS
- WORK WITH ASC AND/OR CLC FOR ADDITIONAL ACADEMIC SUPPORT

- HOLD MEETING VIA, BB COLLABORATE, 700M ETC.
- HAVE CURRENT GRADES AVAILABLE.
- OFFER ASSISTANCE/ASK IF YOU CAN HELP.
- INDICATE ATTENDANCE OF A 1:1 MEETING
- SURVEY STUDENTS ABOUT THEIR NEEDS, ACCESSIBILITY AND CURRENT EXPERIENCE

- VARY ASSIGNMENTS ACROSS BLOOMS TAXONOMY
- ADDITIONAL ASSIGNMENT OR OPPORTUNITY FOR STUDENT TO MEET THE COURSE OUTCOMES
- START WITH CLEAR AND TRANSPARENT EXPECTATIONS
- COMMUNICATE OFTEN AND PROVIDE FEEDBACK

WHAT INSTRUCTIONAL STRATEGIES ON YOU HAVE OR THAT YOU CAN SHARE THAT YOU USE TO MEET THE FOUR COMMITMENTS?

#### ODESSA COLLEGE

**DROP RATE** 

2010



2021





# DROP RATE IMPROVEMENT PROGRAM



# Team Talk KEYSTONE HABITS



## EIGHT-WEEKTERMS



## CONTEXT: WHY & HOW



## WHYEIGHT-WEEKS?

BURNOUT AT WEEK 10

OVERWHELMED WITH 4-7 COURSES

LIFE HAPPENS
A LOT TO OC STUDENTS

## THEN 13 HOURS SEMESTER | AUGUST - DECEMBER

**ENGL 1301** 

**MATH 1333** 

HIST 1301

**COLL 0171** 

**PSYC 2301** 

## NOW 13 HOURS TERM 1 | AUGUST - OCTOBER

**ENGL** 1301

**COLL 0171** 

**PSYC 2301** 

TERM 2 | OCTOBER – DECEMBER

**MATH 1333** 

**HIST 1301** 

## WHY CHANGE?

#### 16 WEEKS IS A LONG TIME TO WAIT

STUDENTS HAVE TO WAIT 16+ WEEKS TO RESTART A CLASS IF THEY HAD TO DROP

#### 8 WEEKS IS THE NORM FOR SOME COLLEGES

COLLEGES CATERING
TO WORKING STUDENTS
HAVE BEEN USING
8-WEEK COURSE
STRUCTURE FOR YEARS

#### **ADDITIONAL ON RAMPS**

ADDITIONAL ON RAMPS FOR FIRST GENERATION COLLEGE STUDENTS TO MEET THEIR READINESS

## DOES THIS MEAN WE ARE ON THE QUARTER SYSTEM?

NO – WE STILL PLAN, ADVISE, AND REGISTER BY THE SEMESTER FULL-TIME STATUS STILL
DETERMINED BY THE
SEMESTER CREDIT LOAD

## WHERE WE WERE

16 WEEK

LATE START
14 WEEK & 12 WEEK

10 WEEK SUMMER

8 WEEK

5 WEEK SUMMER

4 WEEK

## HISTORY OF EIGHT-WEEK COLLEGE HISTORY OF THE HISTOR

ELECTRICAL & ELECTRONICS

**INSTRUMENTATION** 

**AUTOMOTIVE** 

DIESEL

OCCUPATIONAL HEALTH & SAFETY

BUSINESS PROFESSIONALS CULINARY ARTS SOME GENERAL EDUCATION COURSES

## WHERE WE ARE

<26% ARE 16 WEEK COURSES <15% WITHOUT DUAL CREDIT

CONTACT HOURS

**CLINICALS** 

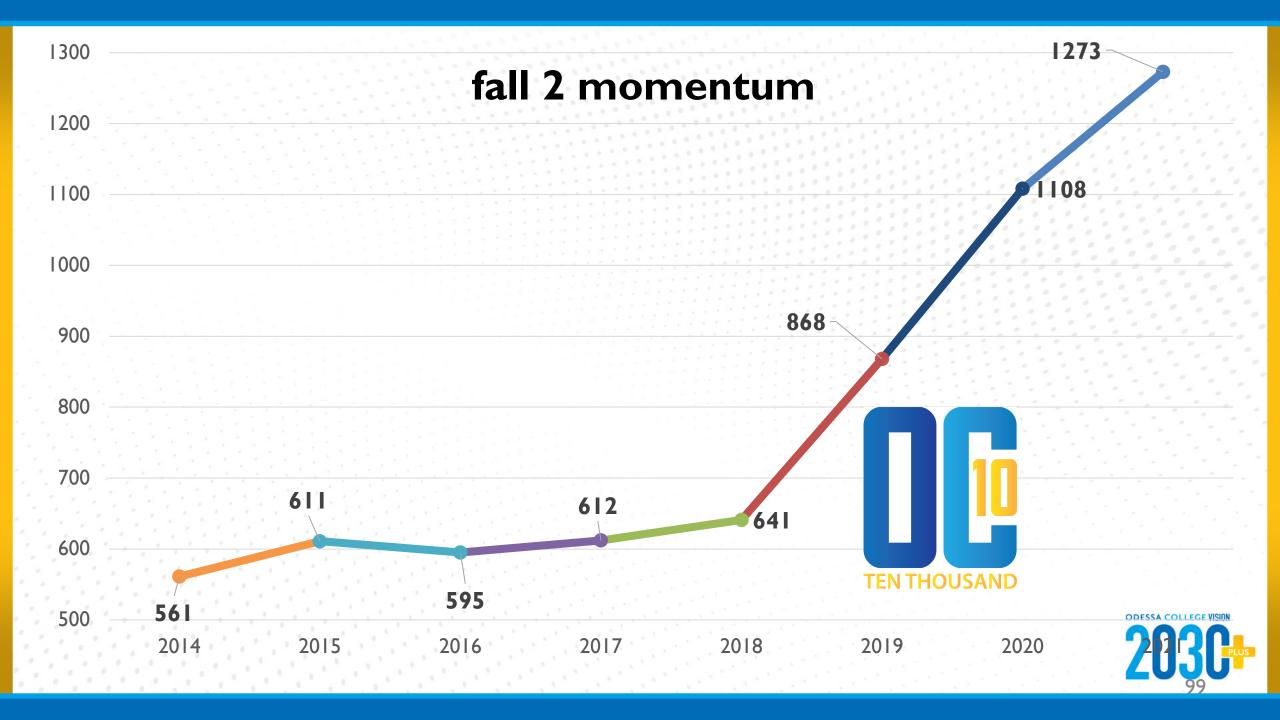
BUSINESS INTERNSHIPS DUAL CREDIT SENT TO COMMITTEE

## ODESSA COLLEGE TWO YEARS AFTER INTRODUCING EIGHT-WEEK COURSES at SCALE

13% INCREASE IN ENROLLMENT INCREASE IN FTIC ENROLLMENT INCREASE IN COURSE COMPLETION INCREASE IN C OR BETTER SUCCESS INCREASE IN CREDENTIALS AWARDED

## ODESSA COLLEGE FIVE YEARS AFTER INTRODUCING EIGHT-WEEK COURSES at SCALE

```
INCREASE IN FTIC ENROLLMENT
   INCREASE IN COURSE COMPLETION
   INCREASE IN C OR BETTER SUCCESS
       INCREASE IN CREDENTIALS AWARDED
```



# Team Talk EIGHT-WEEK TERMS



## TEXAS SUCCESS CENTER timeline

- December 15, 2021 Action & Assessment Plans Due
- Spring/Summer 2022 One Day Site Visits
- February 2022 Advance Work Assignments
- March 2022 Training for Texas Pathways Coaches
- April 6-8, 2022 Spring Pathways Institute
- May 15, 2022 Action & Assessment Plans Due
- July 1, 2022 Progress Reports submitted to Texas Success Center



## Questions & Discussion

