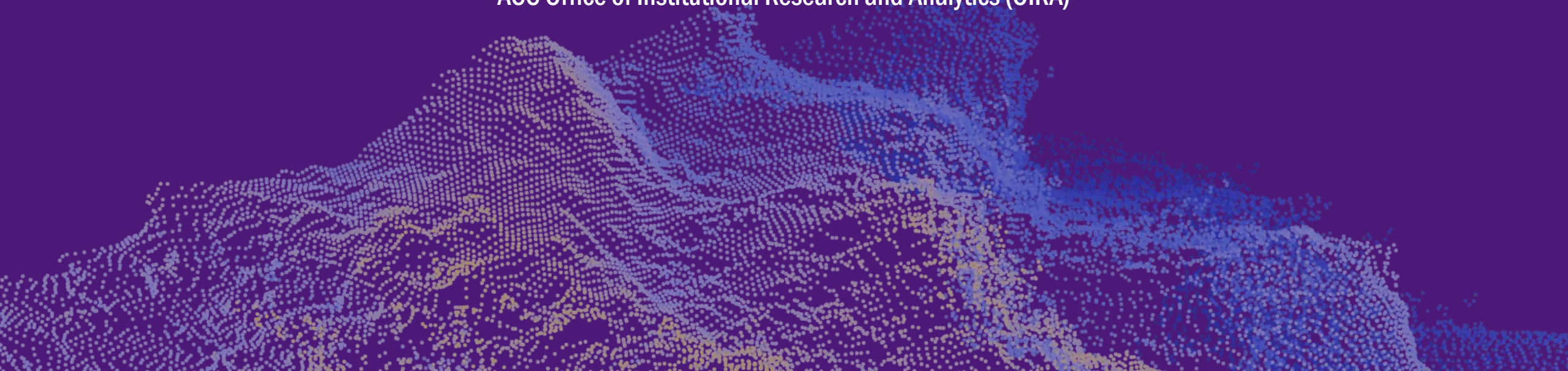


DO YOU SPEAK DATA? HB8 & STRATEGIC DATA GOVERNANCE

May 17, 2024
Jenna Cullinane Hege, Ph.d.

ACC Office of Institutional Research and Analytics (OIRA)



Session objectives



Review key concepts from HB 8



Demonstrate how to interpret your college's data



Describe ACC's data governance journey



Answer questions



Background & Perspectives

- ACC
- THECB (2 roles)
- Strategy
- Policy
- Data



**"DATA MAKE THE
DIFFERENCE"**



"DATA MAKE THE
DIFFERENCE"

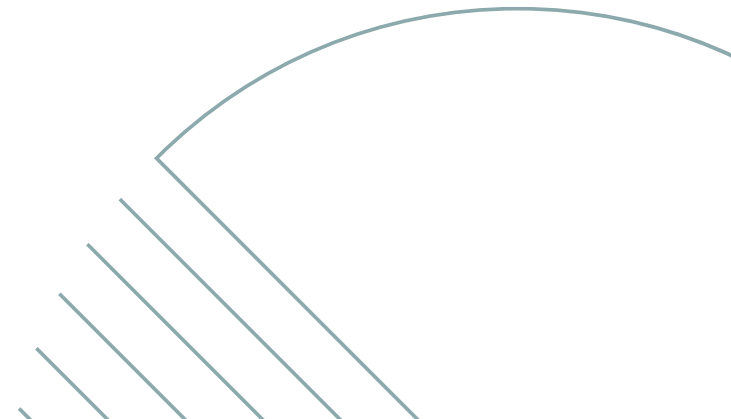
And so do
you!



DATA LITERACY

What is it?

*“Data Literacy is the ability to **understand data in context** and **effectively use data** to form and support institutional goals.*”



DATA LITERACY

Why is it important?

"Data literacy is now increasingly recognized as a core workforce competency." (Data Foundation, The Data Lodge, & Deloitte, March 2022)

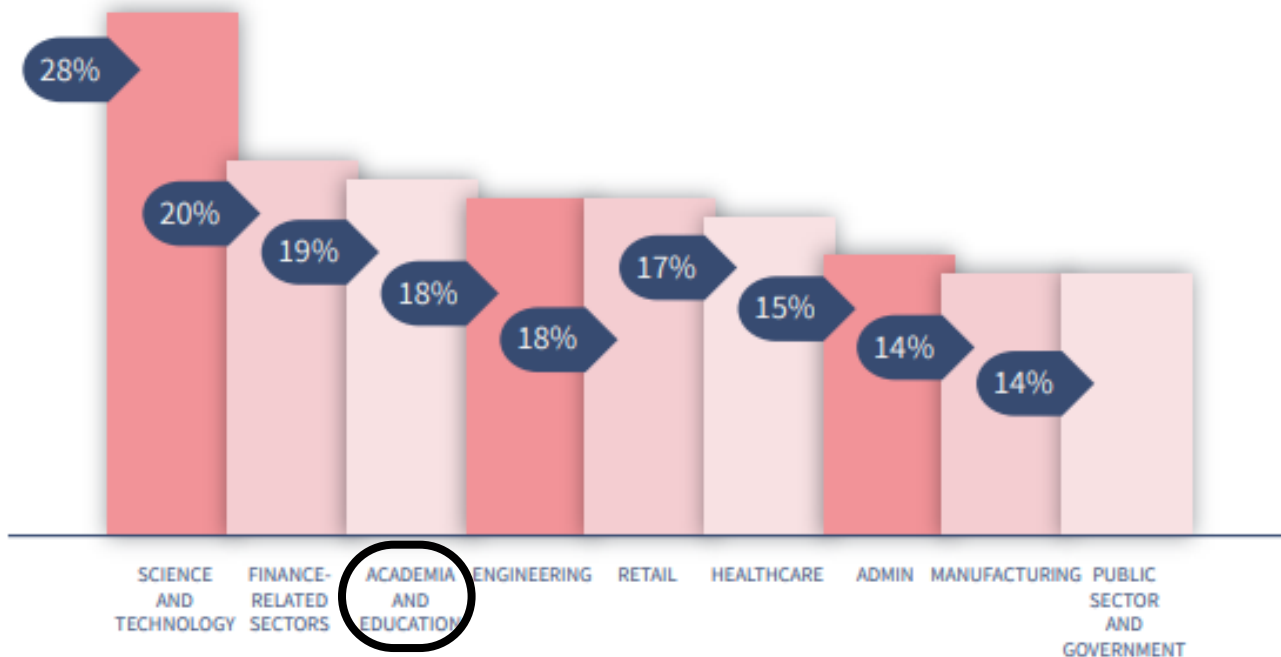
47% of Chief Data Officers cite a lack of data literacy or understanding as a key challenge in their organization. (MIT, 2023)

Successful companies are enabling frontline workers with better data and sights to make good decisions. When workers have that information, **72%** [of companies say] productivity has increased at least moderately by empowering frontline workers, **69%** say they've increased both customer and employee engagement/ satisfaction, and **67%** say they've increased the quality of their products/ services. "
(ThoughtSpot & Harvard Business Review, 2020)

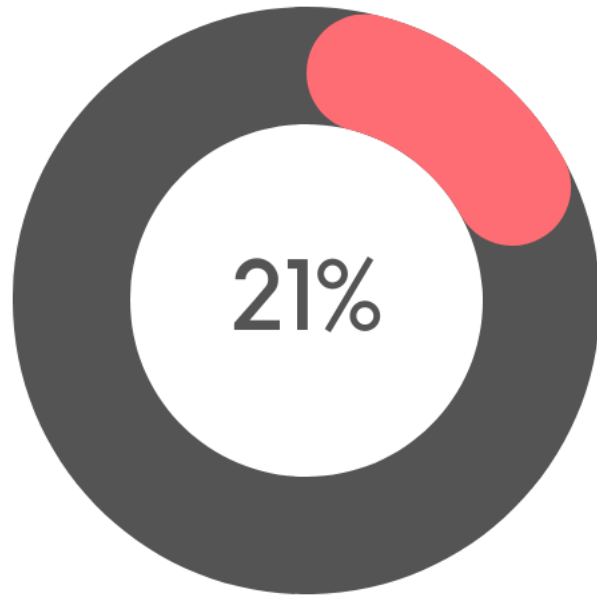


THE STATUS OF DATA LITERACY

2| EVERYONE HAS ACCESS TO DATA TOOLS (E.G. ANALYTICAL DASHBOARDS) THAT ARE APPROPRIATE TO EMPLOYEES' SKILL LEVEL



THE STATUS OF DATA LITERACY

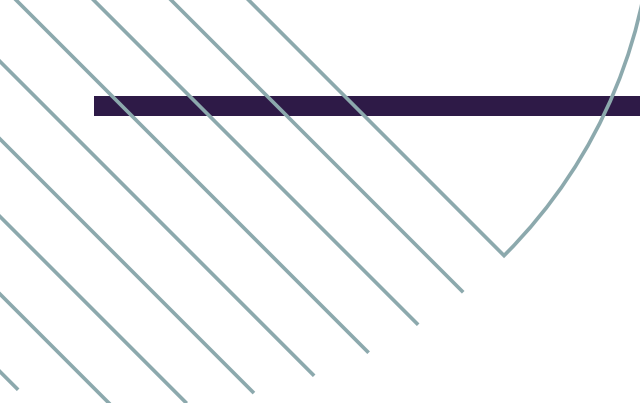


FULLY CONFIDENT IN DATA LITERACY SKILLS

"EVERY INDIVIDUAL IN AN ORGANIZATION CAN BE DATA LITERATE EVEN IF NOT A TECHNICAL DATA EXPERT."



DATA LITERACY CHALLENGES



74%

of employees report feeling
overwhelmed or unhappy
when working with data


36%

of overwhelmed employees
report spending at least one
hour a week procrastinating
over data-related tasks.



\$1,174,794,316

**FY 2025 Total Community College Appropriation
+ \$252M over FY 2023**



HB 8

HB8 Funded Outcomes



- **Completions – Credit Awards**
- **Completions – Continuing Education Awards**

- **Transfer Students with 15+ Credit Hours**
- **Co-Enrolled Students with 15+ Credit Hours**

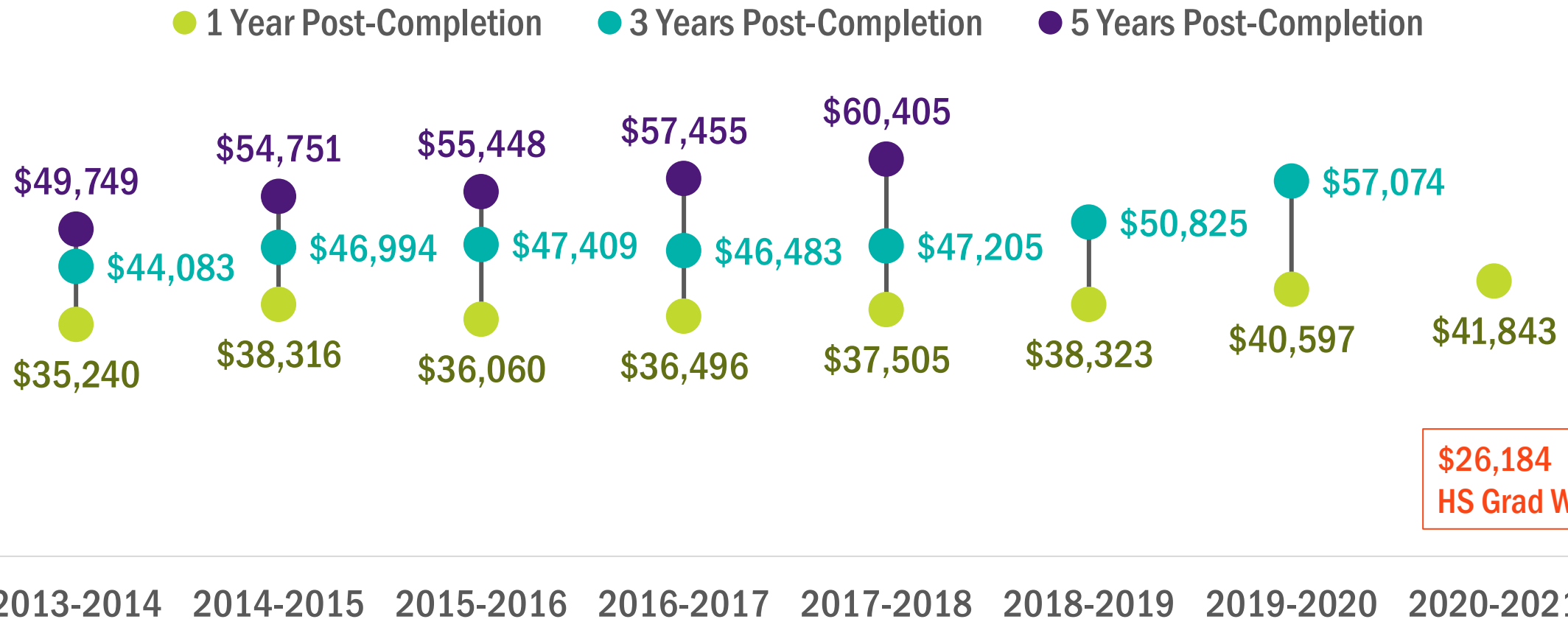
- **DUAL Students with 15+ DUAL Credit Hours**



Key Terms

- **Credential of Value**
 - A positive return on investment for college completers compared to a high school graduate after 10 years
 - Source: College student records, Unemployment Insurance Wage Records and American Communities Survey (ACS)

Median wages for ACC graduates have increased over time at **one-year**, **three-years**, and **five-years** post completion



Data Sources: ACC student data (liveODS); Unemployment insurance wage records from the Texas Workforce Commission.



Key Terms

- **Credential of Value Premium**
 - An incentive to complete students more quickly
 - Bonuses for individual students who complete faster than the statewide average tipping point for positive ROI in a particular program
 - Source: College student records and Unemployment Insurance Wage Records



Key Terms

- **High Demand Fields**
 - Occupations where large numbers of employees are estimated to be needed
 - Source: State and Regional Labor Market Data



Key Terms

- **Outcome Completion Weights**
 - Additional outcome “points” awarded for students who are economically disadvantaged, academically disadvantaged, or adults
 - Source: College student records



Key Terms

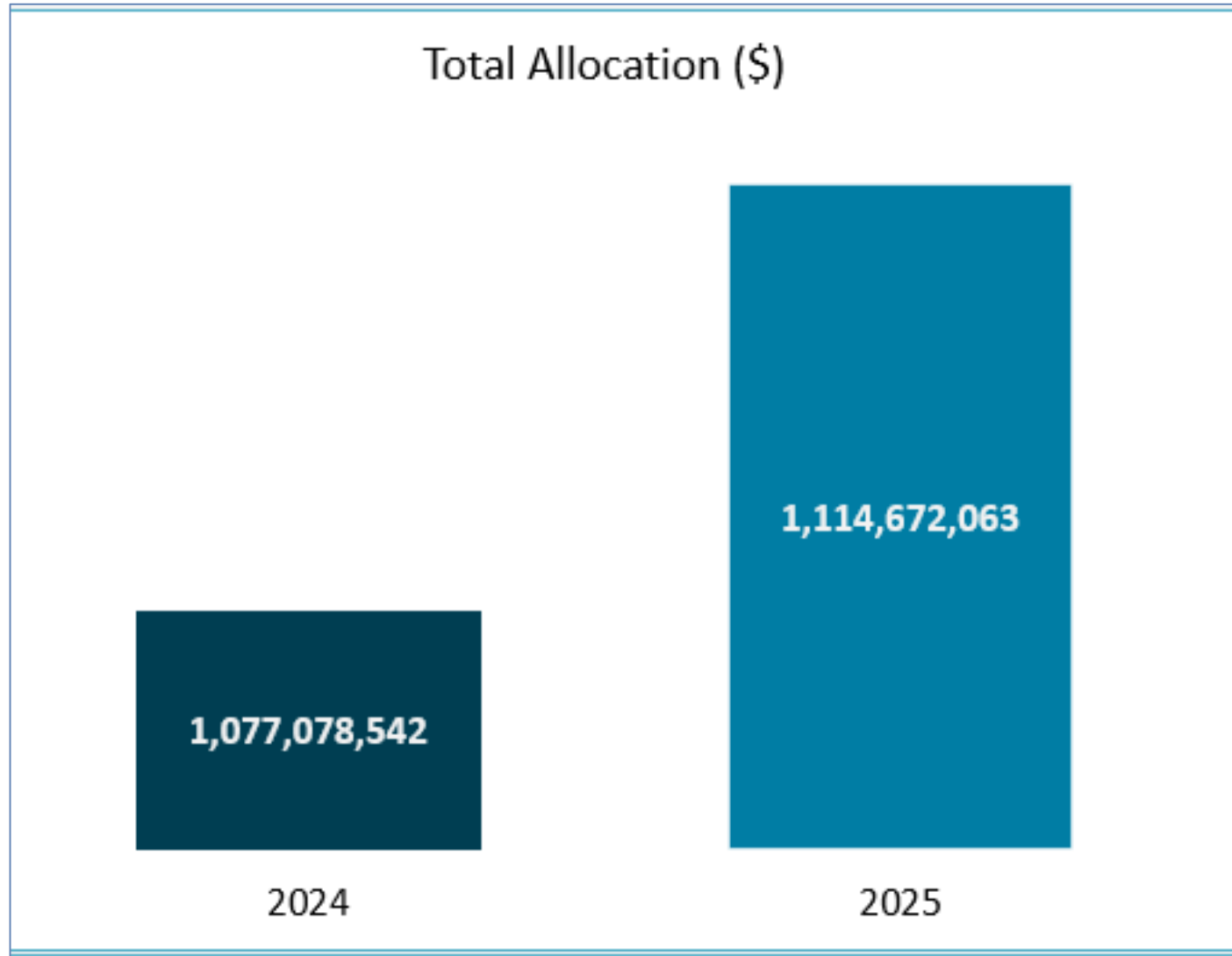
- **Projections**
 - The funding colleges receive in FY 25 (Fall 24-Summer 25) is based on actual data from the most recent year—2023—and projected outcomes for 2024 and 2025 based on 7 years of prior actuals.
 - Maximum increase allowed is 10% and maximum decrease allowed in 5%
 - Source: College student records
- **Dynamic Funding Model**
 - Funding amounts will be adjusted each year based on actuals

HB8 Funded Outcomes – AY23 Outcomes



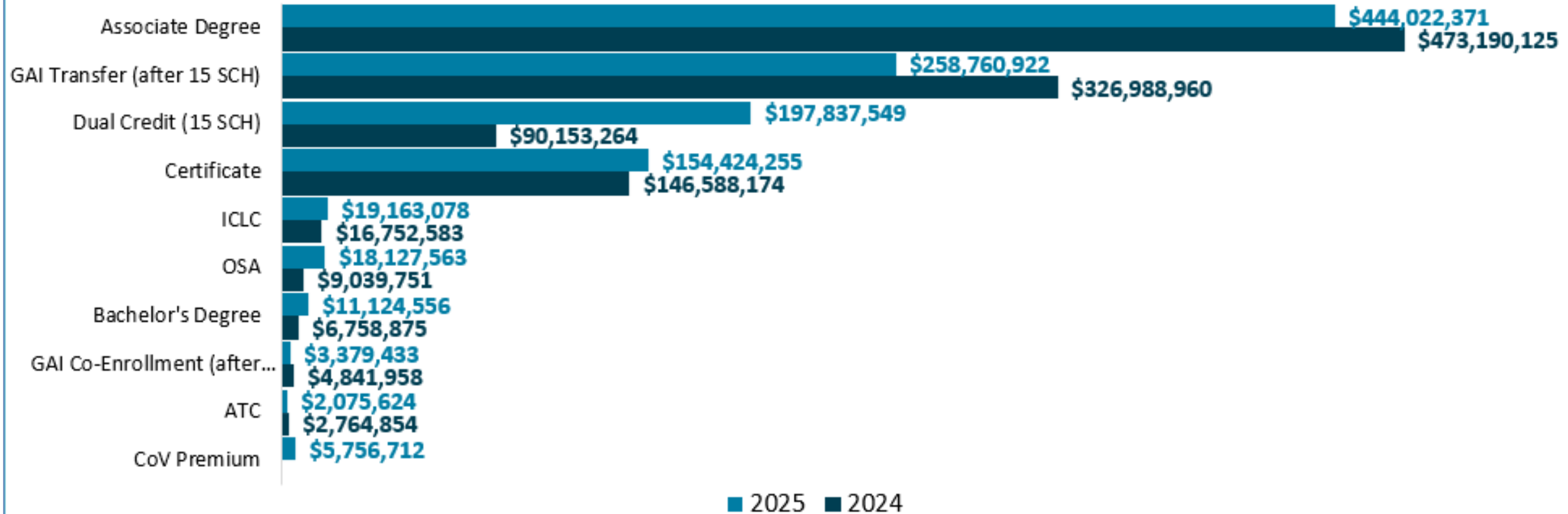
Performance Tier Inputs	Standard Value	High-Demand Field Value
<i>Dollars per Weighted Outcome Completion</i>		
15 SCH Dual Credit	\$ 3,500	N/A
GAI Transfer with 15 SCH	\$ 3,500	N/A
GAI Co-enrollment with 15 SCH	\$ 3,500	N/A
Institutional Credential leading to Licensure or Certification (ICLC)	\$ 1,000	\$ 1,250
Occupational Skills Award	\$ 1,000	\$ 1,250
Certificate	\$ 1,750	\$ 3,500
Advanced Technical Certificate (ATC)	\$ 1,750	\$ 3,500
Certificate Credential of Value Premium	\$ 437	N/A
Associate Degree	\$ 3,500	\$ 4,500
Associate Degree Credential of Value Premium	\$ 875	N/A
Bachelor's Degree	\$ 3,500	\$ 4,500
Bachelor's Degree Credential of Value Premium	\$ 875	N/A
<i>Outcome Completion Weights</i>		
Academic Disadvantage	0.25	0.25
Economic Disadvantage	0.25	0.25
Adult Learner	0.50	0.50
<i>Dollars per Weighted Outcome Completion (Funded Beginning with FY25 Outcomes)</i>		
Opportunity High School Diploma	\$ 3,500	N/A
Third Party Credentials	\$ 1,000	\$ 1,250

Statewide Totals



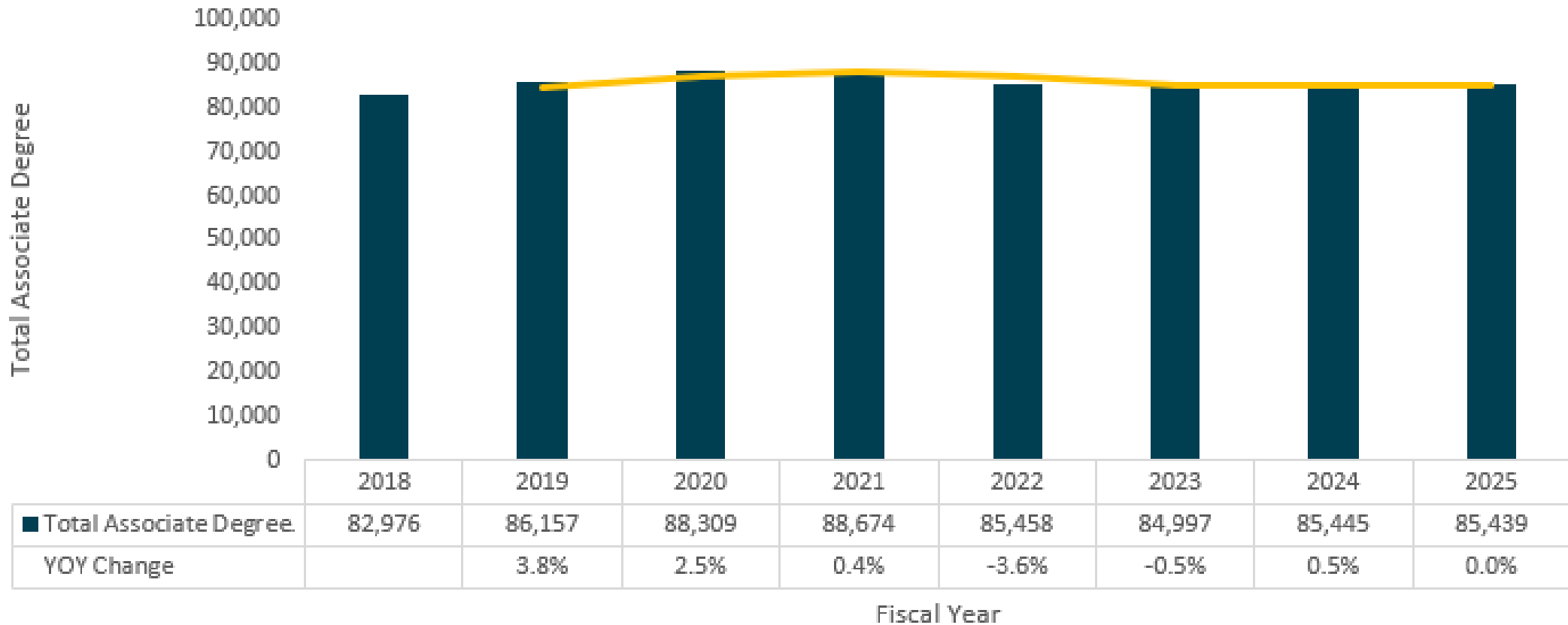
Statewide Totals

FY25 Compared to FY24 Allocation (\$) by Performance

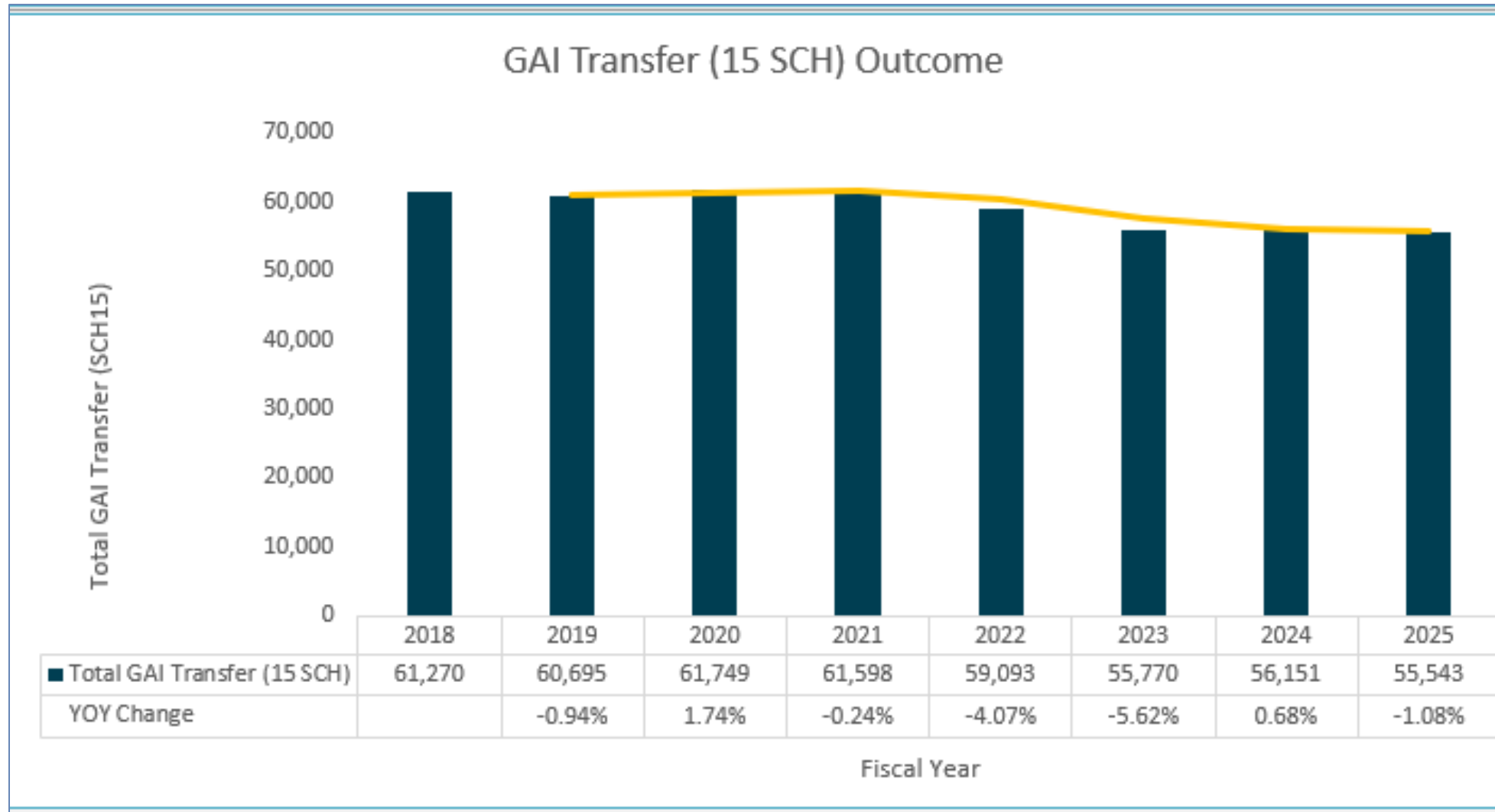


Statewide Associate Degree Outcomes

Associate Degree Outcome

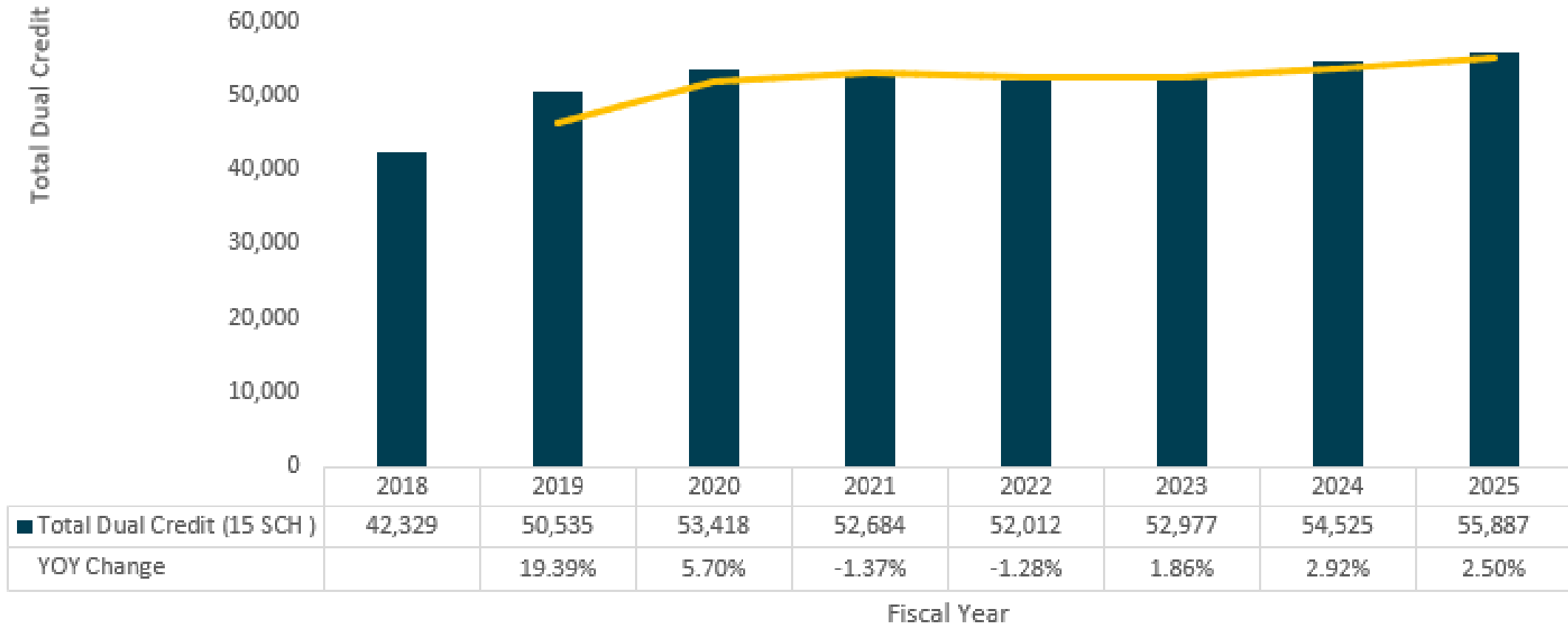


Statewide Transfer Outcomes



Statewide Dual Credit Outcomes

Dual Credit (15 SCH) Outcome



HB8 **increased** the amount of state funding ACC receives

2025 State Funding: \$56,379,553

That's \$7M or 14.6 % more than the base year

What else is new?

Then

Enrollment Funding

Static

Focus on Grad Rates

No Outcome Weights

Credit Data

Loose Reporting Deadlines

Now

Outcome Funding

Dynamic

Focus on Counts

Outcome Weights

Credit & CE Data

Tight Reporting Deadlines

Recommendations for Trustees

**Define Goals & Key Questions
for Data & Analysis**

Benchmarking to Peer Colleges

Budgeting Under Uncertainty

Strategic Planning

ACC's Journey: Where Data and Strategy Meet



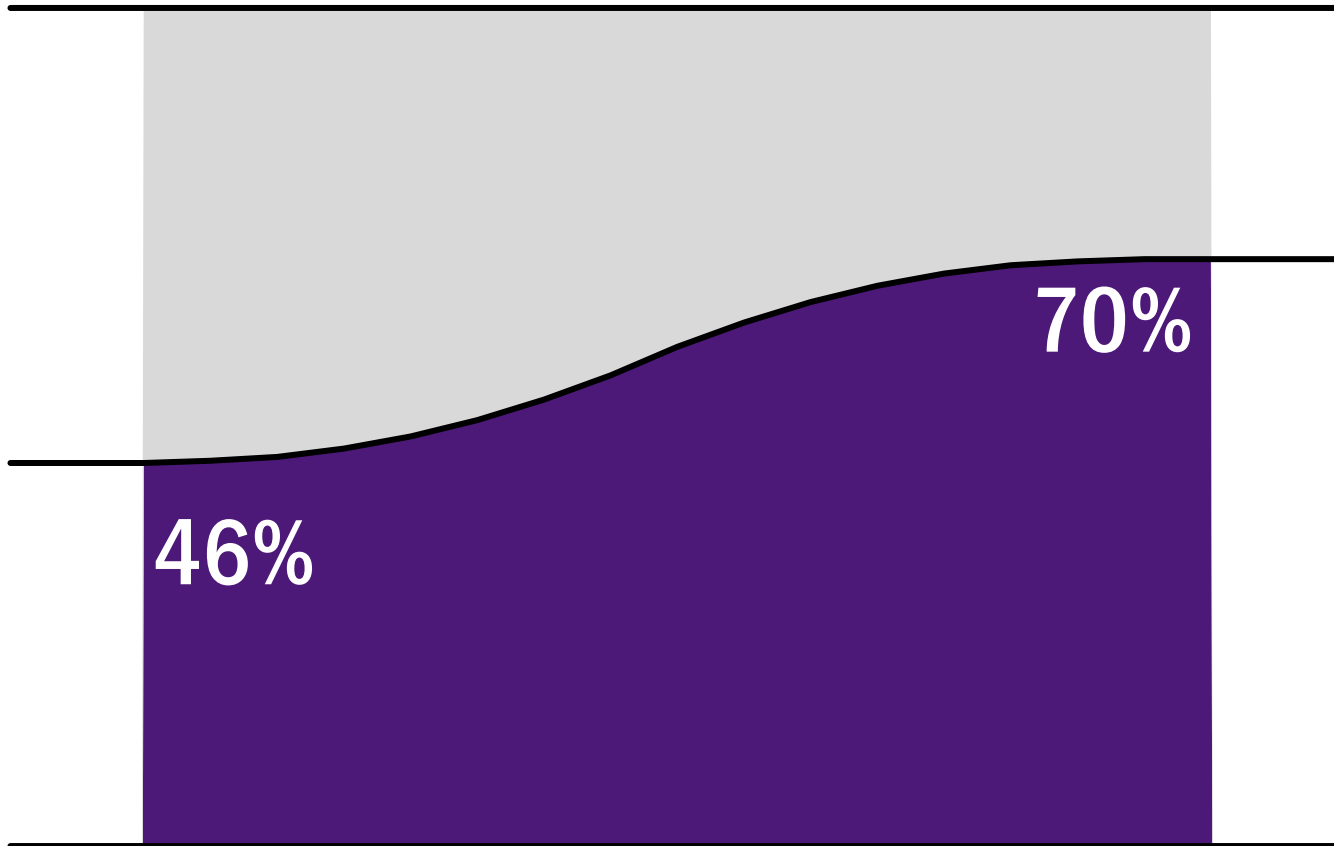
THEORY OF CHANGE

When students...



Current

2030



ACC's goal is to dramatically improve our completion rate from 46% to 70% by 2030.

Data sources: National Student Clearinghouse data; OIRA Official Reporting Date data; ACC Student data (LiveODS).

Data Summit



START STRONG



Required
Advising

Student
Success Course

Co-Requisite
Courses

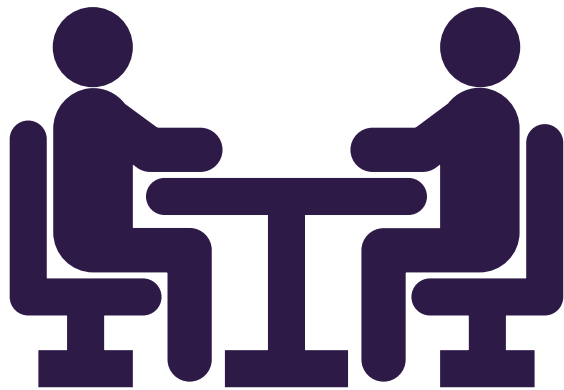
Dual
Credit

Direct-to-College
Matriculation

Meeting with an advisor increases persistence

2 +

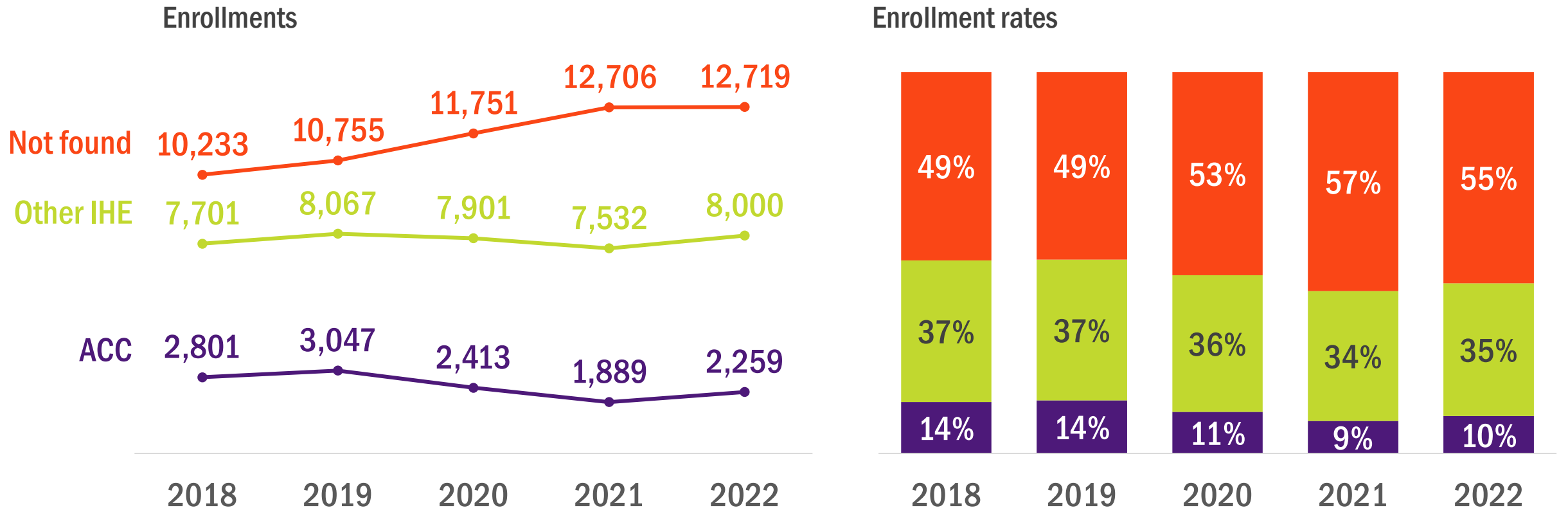
advisor visits per term



13%pt

increase in persistence

DTC enrollment for ACC service area schools



Data source: Direct-to-College Dashboard available on the OIRA website. oira.austincc.edu/data-and-reports/tips-the-information-portal-system/interactive-data-dashboards. The data for the dashboard is from THECB reports at www.txhighereddata.org/index.cfm?objectId=77D62E90-D970-11E8-BB650050560100A9.

Dual credit students are much more likely to enroll directly in college

83% of ACC dual credit students **enroll directly in college** after high school, compared to **43%** of all high school graduates

27% of ACC dual credit students **enroll directly at ACC** after high school, compared to **9%** of all high school graduates



ACC students who enter with dual credits are statistically more likely to complete compared to those without dual credits

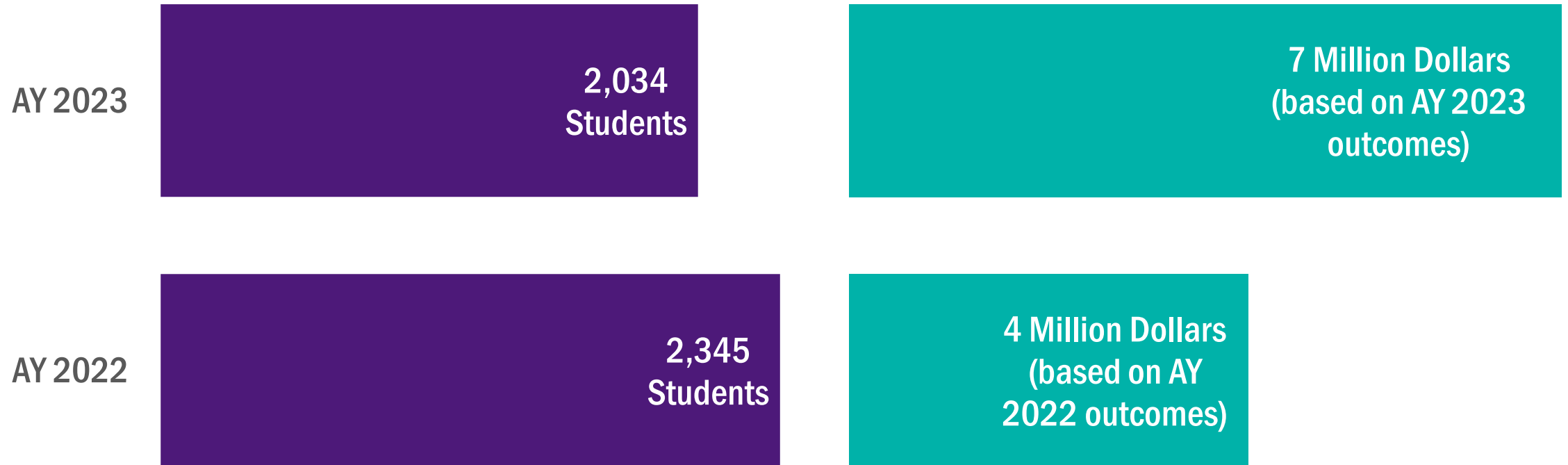
9% pt. (with 1-10 dual credits) &

22% pt. (with 11+ dual credits)

increase in the probability of completion

holding race/ethnicity, age, residency status, low-income status, high school ranking, intent for college learning, referred to writing/reading/math, AoS, enrollment intensity, etc.

Dual credit generates \$7M in HB8 funding





Fall 2023 FAST Program

8,283 dual credit students in Fall 2023

37% had tuition, fees, and supply costs covered by FAST

~\$2.5M in reimbursed tuition

ENROLL FULL-TIME

Students can take 12 hours in the long semesters or 30 hours in a year and can get the classes they need with sufficient financial resources

ENROLL **FULL-TIME**

```
graph TD; A[ENROLL FULL-TIME] --- B[Strategic Scheduling]; A --- C[Paying for College]; A --- D[Academic Tutoring & Coaching]; A --- E[8-Week Sections];
```

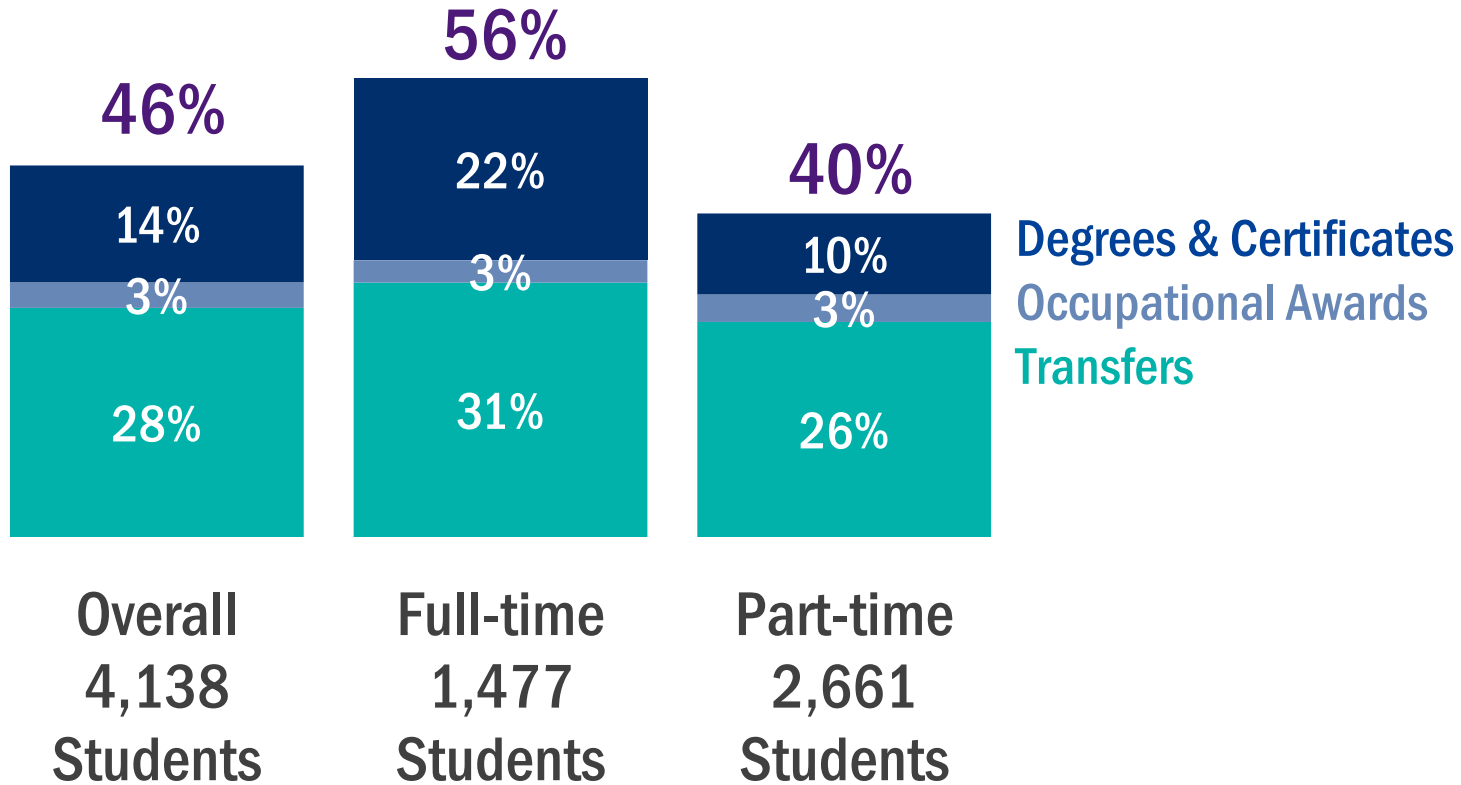
**Strategic
Scheduling**

**Paying for
College**

**Academic Tutoring
& Coaching**

**8-Week
Sections**

Goal 70%



In fall 20 FTIC cohort, full-time ACC students have a higher **completion rate** than part-time students, **56%** compared to **40%**

Note: The current completion rate represents the first-time-in-college cohort who started at ACC in fall 2020. Source: National Student Clearinghouse data; OIRA Official Reporting Date data; ACC Student data (LiveODS).

Full-time ACC students are statistically more likely to complete compared with part-time students

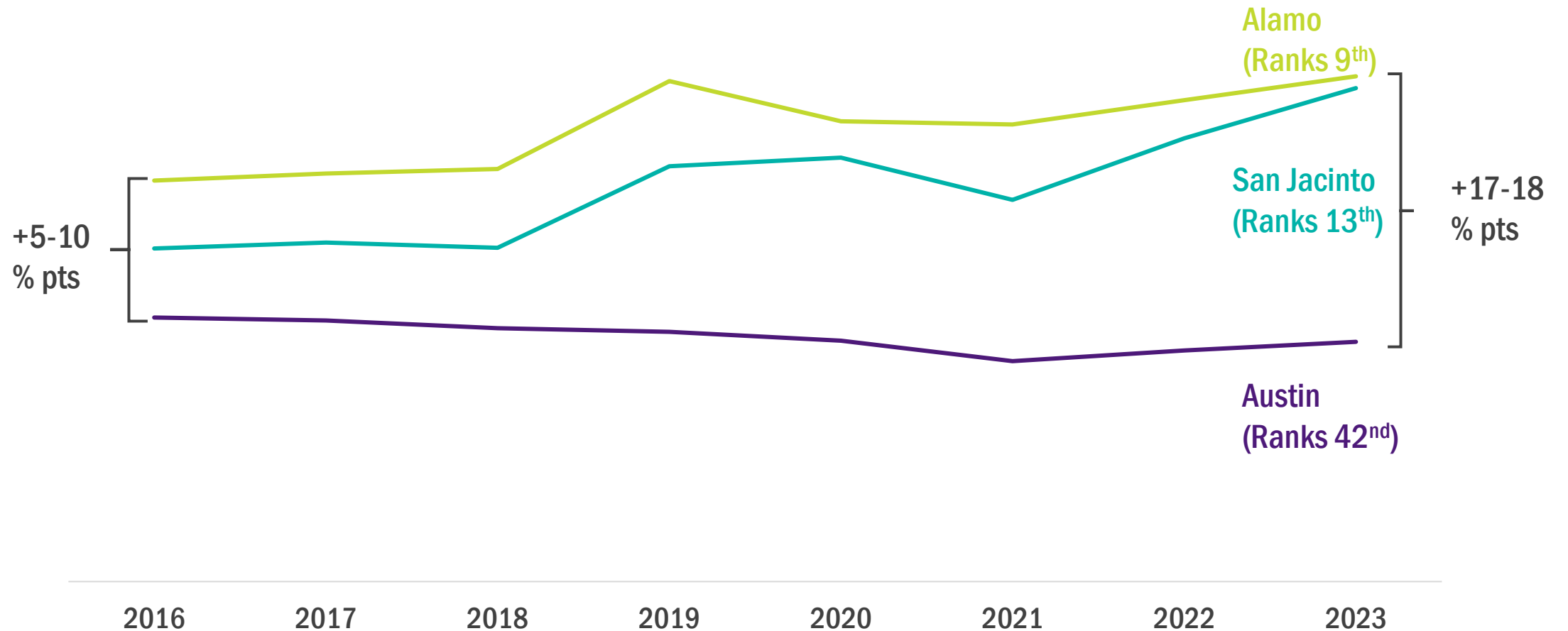
19 % pt.

increase in the probability of completion

holding race/ethnicity, age, residency status, low-income status, high school ranking, intent for college learning, referred to writing/reading/math, AoS, dual credits, etc.

High-performing peers have grown their share of full-time enrollment

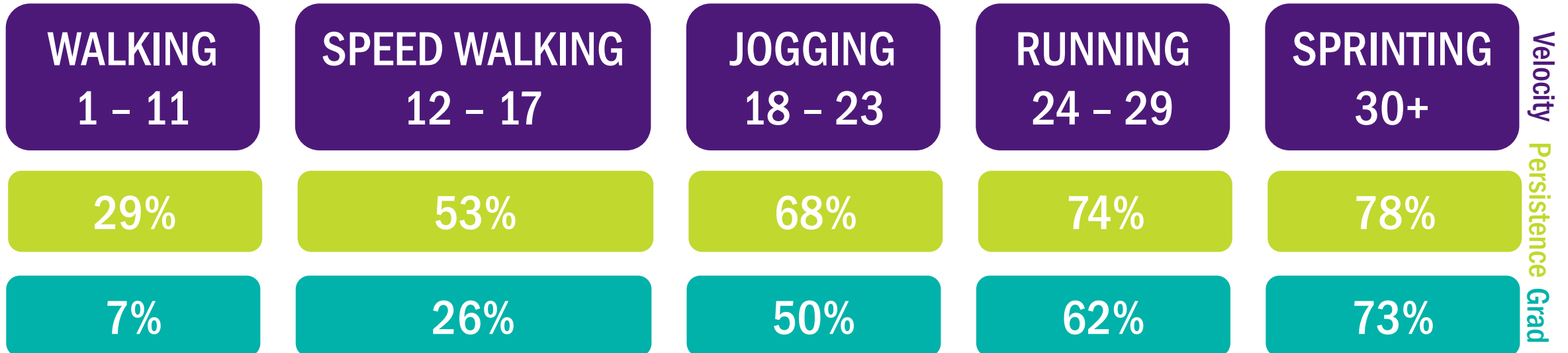
Full-Time Enrollment Rank Among 50 Texas Community Colleges



Higher degree velocity is correlated with higher **YOY persistence rates** and **graduation rates**



DEGREE VELOCITY: ANNUAL CREDITS COMPLETED



A considerable percentage of **ACC applicants who decided not to enroll at ACC** reported that financial aid issues and cost of attendance contributed to their decision to not attend

58%

Tuition was more than I could afford

42%

Family unable to contribute to educational costs

36%

Did not understand financial aid process

15%

Financial aid received was not enough

14%

Applied for financial aid, but did not receive any

ACC free tuition program: austincc.edu/free-tuition



High School Class of 2024: It's Your Time

ACC FREE TUITION

Get three full years of free college tuition at Austin Community College.
No GPA requirements. No income restrictions.

WHAT IS ACC FREE TUITION?

The ACC Free Tuition pilot program eliminates the cost of tuition and general fees at Austin Community College.

It starts with the high school class of 2024 and will continue over the next five years for high school graduates and GED® completers who

AM I ELIGIBLE FOR FREE TUITION?

I AM A...

*Select the box that fits you the most

MEET BASIC NEEDS

Students without sufficient food, housing, transportation, child care, or mental health support, cannot prioritize academics

MEET BASIC NEEDS



Many ACC students have unmet basic needs



48% show signs of **food** insecurity



55% show signs of **housing** insecurity



32% with dependent children have **difficulty finding childcare**



45% show signs of **generalized anxiety** disorder

CULTURE OF BELONGING & CONNECTION

Students who feel they belong are more likely to remain enrolled and succeed in classes

CULTURE OF BELONGING & CONNECTION

Demonstrate
caring from all
staff

Foster
belonging &
engagement in
the classroom

Foster vibrant
student
community

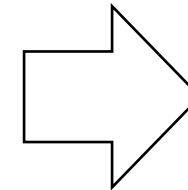
Transfer

The higher the percentage of students reporting these instructional practices, the higher the course success rate.

+7 students
saying the instructor
learned my name

OR

+7 students saying
the instructor used
activities for students to
get to know each other



+5 %-points
in course success

Note: For the models of the percentage of successful grades, the relationships are positive and statistically significant at least at the 95% level (p-values were all less than .05).
Data source: Exploring the Relationship Between Two Instructor Practices and Course Outcomes in High-Enrollment, High-Withdrawal Courses, Office of Institutional Research & Analytics, Austin Community College, Fall 2023. oira.austincc.edu/initiatives-and-evaluations/

Recommendations for Trustees

Define Goals & Key Questions for Data & Analysis

Benchmarking to Peer Colleges

Budgeting Under Uncertainty

Leverage HB8 in Strategic Plan Development