**Team Strategy Time #2**

**What Does the Data Tell Us?**



In this Team Strategy Time, you will: (1) conduct a deep dive examination of persistence from Term 1 to Term 2 for Fall cohorts of first-time-in-college (FTIC) students, (2) identify patterns in persistence and differences in persistence among student groups, and (3) analyze and synthesize your data and reflections to prepare to plan for action.

**   
 Understanding Student Persistence at Your College** (~ 30 min)

**What do the data show about keeping students on their right pathways?**

***The only early momentum metric that has not shown significant improvement across Texas community colleges is persistence from Term 1 to Term 2.*** *As we recommit ourselves to credential completion, renewed focus on persistence is imperative.*

**Dashboard Instructions**

In this Team Strategy Time, you will:

* Conduct a deep-dive examination of persistence from Term 1 to Term 2 for Fall cohorts of FTIC students using the [KPI dashboard: Persisted from Term 1 to Term 2](https://public.tableau.com/app/profile/tx.success/viz/TexasPathwaysKPIs-Persistence-BetaTest/Persist).
* Identify patterns in persistence and differences in persistence among student groups.
* Discuss the data to prepare to plan for action.

**Dashboard Instructions:**

* Look at your college with the institution filter labeled “Institution” at the top.
  + Unclick “All.”
  + Click your college’s name.
  + Click “State” to compare your college to the state on the same dashboard.
* You will use the filters on the left side to examine several questions. Some filters will remain the same. Set the filters on the right to:
  + Percentage of FTIC Students.
* Chart Type: Stacked chart recommended (There is also a line graph or table option for use if you prefer.)

Adjust the filters to answer the questions. Use the last column to record your answers.

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| --- | --- | --- |
| **Exploration of Student Persistence** | | |
| **Dashboard Filter** | **Question** | **Answer** |
| Student Characteristic:  **Total** | What was the total percentage of students progressing from Term 1 to Term 2 at your college in 2022?  How did your college compare to the state persistence rate in 2022? | College:  State: |
| Student Characteristic:  **Gender** | What was the overall proportion of students persisting from Term 1 to Term 2 for male and female students at your college in 2022? | Female:  Male: |
| Student Characteristic:  **Age** | What was the overall proportion of students persisting from Term 1 to Term 2 by age group at your college in 2022? | <18:  18-24:  25-34:  35+: |
| Student Characteristic:  **Pell Status** | What was the overall proportion of students persisting from Term 1 to Term 2 by Pell status at your college in 2022? | Received Pell:  Did Not Receive Pell: |
| Student Characteristic:  **Preparedness** | What was the overall proportion of students persisting from Term 1 to Term 2 by preparedness status in 2022? | Underprepared:  Prepared: |



**Understanding Trends in Student Persistence** (~ 25 min)

**Trend Data**

Use the data from the Fall 2017 to Fall 2022 cohorts in the persistence dashboard to answer the following questions.

|  |  |
| --- | --- |
| **Question** | **Answer** |
| What trends in persistence do you see across 2021 and 2022 in **age** data? |  |
| What trends in persistence do you see across 2017-2022 in **gender, Pell status, and preparedness?** | Gender:  Pell Status:  Preparedness: |

*For learners to complete a credential of value and/or transfer to a university, they must stay on their right pathways. HB 8 provides funding for completions of credentials of value and transfers to universities with additional funding for completers who are academically disadvantaged, economically disadvantaged, or adult learners (25 and older).*



**Analysis** (~ 20 min)

Use the insights from the data above to consider the following questions.

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| --- | --- |
| **Question** | **Answer** |
| **THECB Portal**  Compare the Year 2 (fall-to-fall) persistence data you explored in the THECB portal during the pre-institute workshop with the total Term 1 to Term 2 data (fall-to-spring) persistence rate in the KPI dashboard above.  What concerns arise regarding fall-to-fall persistence when you compare it to fall-to-spring persistence? | Fall to Spring Persistence Rate:  Fall to Fall Persistence Rate:  Concerns? |
| **Pell Status**  What concerns arise regarding persistence as a leading indicator for completion for economically disadvantaged learners from the examination of the Fall 2022 persistence from Term 1 to Term 2 data by Pell status?    Based on the persistence from Term 1 to Term 2 trend data for Pell status, what concerns do you have about persistence for economically disadvantaged learners? |  |
| **Age**  What concerns arise regarding persistence as a leading indicator for completion after examining the Fall 2022 age data? What concerns do you have about adult learners in persistence from Term 1 to Term 2? For other age groups?  Based on two-year trend age data, what concerns do you have about adult learners in persistence from Term 1 to Term 2? For other age groups? |  |
| **Preparedness**  What concerns arise regarding persistence as a leading indicator for completion based on 2022 preparedness data? What concerns do you have about learners who are underprepared and prepared in persistence from Term 1 to Term 2?  Based on the preparedness trend data, what concerns do you have about learners who are underprepared and prepared in persistence from Term 1 to Term 2? |  |
| What data points surprised you the most? |  |
| How often do you evaluate persistence rates disaggregated by age, gender, preparedness, and Pell status to understand areas of growth and examine barriers to persistence? Who on your campus is having those discussions? |  |
| Take another look at your Student Touchpoints Map in **Term 1.** Based on the persistence data from Term 1 to Term 2, what touchpoints are missing or need to be inescapable/mandatory for which student groups to improve persistence? |  |
| What action will you take when you return to campus to address improving persistence?  Who will be engaged in this process? |  |

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[Your college name]\_TSTP #4 Team Time 2.docx.

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