**Team Strategy Time #2-Cadre 1**

**What Does the Data Tell Us?**

**Student Engagement** (~45 minutes)

**Students’ Perceptions of Their Classroom Experiences**

During this team strategy time, the college team willreflect on what their students are saying about their learning experiences and engagement to better understand the degree of consistency and scale of evidence-based learning experiences that students encounter across the college.

Review and discuss the findings in the qualitative data by category:

* + Student sense of belonging
  + Student engagement in their learning
  + Mental activities and applied learning
  + Knowledge, skills, and development
  + Mandatory interventions
  + Satisfaction in the educational experience

After your review and discussion, answer the analysis questions.

Please add the college results from the most recent Community College Survey of Student Engagement (CCSSE) administration. If the college has not administered the CCSSE in the last three years, you can use the state data to answer the analysis questions.

**Student Engagement Questions**

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| **Category** | **Student Engagement Questions** | **CCSSE State Data** | **College Data** |
| **Student Sense of Belonging** | *This college emphasizes providing the support you need to help you succeed at this college.*  (CCSSE 9b) | Very Little: 3.6% | Very Little: |
| Some: 17.6% | Some: |
| Quite a Bit: 37.1% | Quite a Bit: |
| Very Much: 41.7% | Very Much: |

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| **Student Engagement in Their Learning**  *About how often have you done each of the following?*  (CCSSE #4) | Asked questions in class or contributed to class discussions | Never: 3.5% | Never: |
| Sometimes: 29.4% | Sometimes: |
| Often: 33.4% | Often: |
| Very Often: 33.7% | Very Often: |
| Worked with other students on projects during class | Never: 20.7% | Never: |
| Sometimes: 34.7% | Sometimes: |
| Often: 27.0% | Often: |
| Very Often: 17.6% | Very Often: |
| Participated in a community-based project (service-learning activity) as a part of a regular course | Never: 74.8% | Never: |
| Sometimes: 16.7% | Sometimes: |
| Often: 5.4% | Often: |
| Very Often: 3.1% | Very Often: |
| Discussed grades or assignments with an instructor | Never: 10.4% | Never: |
| Sometimes: 38.4% | Sometimes: |
| Often: 27.5% | Often: |
| Very Often: 23.6% | Very Often: |
| Worked harder than you thought you could to meet an instructor’s standards or expectations | Never: 9.5% | Never: |
| Sometimes: 34.9% | Sometimes: |
| Often: 33.8% | Often: |
| Very Often: 21.9% | Very Often: |
| **Mental Activities and Applied Learning**  *During the current academic year, how much has your coursework at this college emphasized the following mental activities?*  (CCSSE #5) | Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form | Very Little: 7.8% | Very Little: |
| Some: 28.5% | Some: |
| Quite a Bit: 37.1% | Quite a Bit: |
| Very Much: 26.6% | Very Much: |
| Analyzing the basic elements of an idea, experience, or theory | Very Little: 3.7% | Very Little: |
| Some: 22.7% | Some: |
| Quite a Bit: 42.1% | Quite a Bit: |
| Very Much: 31.4% | Very Much: |
| Making judgements about the value or soundness of information, arguments, or methods | Very Little: 10.9% | Very Little: |
| Some: 30.1% | Some: |
| Quite a Bit: 34.9% | Quite a Bit: |
| Very Much: 24.2% | Very Much: |
| Applying theories or concepts to practical problems or in new situations | Very Little: 7.7% | Very Little: |
| Some: 27.0% | Some: |
| Quite a Bit: 35.8% | Quite a Bit: |
| Very Much: 29.5% | Very Much: |
| Using information you have read or heard to perform a new skill | Very Little: 6.4% | Very Little: |
| Some: 22.7% | Some: |
| Quite a Bit: 34.8% | Quite a Bit: |
| Very Much: 36.1% | Very Much: |
| **Knowledge, Skills, and Development**  *How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas?*  (CCSSE #11) | Acquiring job- or work-related knowledge and skills | Very Little: 17.8% | Very Little: |
| Some: 27.2% | Some: |
| Quite a Bit: 28.0% | Quite a Bit: |
| Very Much: 26.9% | Very Much: |
| Thinking critically and analytically | Very Little: 4.6% | Very Little: |
| Some: 18.9% | Some: |
| Quite a Bit: 38.9% | Quite a Bit: |
| Very Much: 37.6% | Very Much: |
| Working effectively with others | Very Little: 10.3% | Very Little: |
| Some: 25.6% | Some: |
| Quite a Bit: 33.3% | Quite a Bit: |
| Very Much: 30.8% | Very Much: |
| **Mandatory Interventions** | *Someone at this college contacts me if I am struggling with my studies to help me get the assistance I need.*  (CCSSE #21) | No: 37.4% | No: |
| Yes: 31.0% | Yes: |
| Not Applicable: 31.7% | Not Applicable: |
| **Satisfaction in the Educational Experience** | *Would you recommend this college to a friend or family member?*  (CCSSE #35) | No: 5.2% | No: |
| Yes: 94.8% | Yes: |

**Analysis**

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| **Question** | **Answer** |
| What surprises you in the qualitative data? |  |
| What is your team most proud of? |  |
| What specific challenges is your college facing in supporting ALL learners in the classroom? |  |
| How are the teaching strategies identified in the Team Strategy Time #1 inventory addressing the challenges revealed in the student qualitative data? |  |



**Success in the Classroom** (~30 minutes)

**Completing Math and Writing in Year 1**

Research tells us that first-year completion of a college-level mathematics course aligned with student program pathways is the strongest course predictor of college credential completion (Charles A. Dana Center, Community College Research Center, Georgetown Center for Education and the Workforce).

In this section, we will study certain early momentum metric key performance indicators (KPIs) to evaluate the impact of Pathways reforms as we seek to examine teaching and learning within the Talent Strong Texas Pathways framework.

* Completing college-level math in the first year
* Completing college-level writing-intensive course in the first year

You will examine the proportion of students completing college-level math in Year 1 and the proportion of students completing college-level writing in Year 1 using:

* The [KPI dashboard: Math](https://public.tableau.com/app/profile/tx.success/viz/TexasPathwaysKPIs-MathBetaTesting/Math)
* The [KPI dashboard: Writing](https://public.tableau.com/app/profile/tx.success/viz/TexasPathwaysKPIs-WritingBetaTesting/Write)
* Simplify the view to look at your college with the “Institution” filter at the top.
  + Unclick “All.”
  + Click on your college 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 First Time in College (FTIC) Students
  + Chart Type: Stacked Chart (recommended)
    - Note: 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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| **Dashboard Filter** | **Question** | **Answer:**  **Math and Writing**  **(Fall 2017)** | **Answer:**  **Math and Writing**  **(Fall 2022)** |
| Student Characteristic:  **Total** | What was the total percentage of students completing math in Year 1 at your college in Fall 2017 and Fall 2022? Across the state? | Math (College): | Math (College): |
| Math (Texas): | Math (Texas): |
| Completing writing in Year 1 at your college in Fall 2017 and Fall 2022? Across the State? | Writing (College): | Writing (College): |
| Writing (Texas): | Writing (Texas): |
| How did your college compare to the state in completing math in Year 1 in Fall 2017 and Fall 2022? |  | |
| How did your college compare to the state in completing writing in Year 1 in Fall 2017 and Fall 2022? |  | |
| Student Characteristic:  **Preparedness Status**  **(Academically Disadvantaged)** | What was the overall proportion of students completing math in Year 1 by preparedness status at your college in Fall 2017 and Fall 2022? | Underprepared: | Underprepared: |
| Prepared: | Prepared: |
| Completing writing in Year 1 by preparedness status at your college in Fall 2017 and Fall 2022? | Underprepared: | Underprepared: |
| Prepared: | Prepared: |
| Student  Characteristic:  **Age**  **(Adult Students)** | What was the overall proportion of students completing math in Year 1 by age at your college in Fall 2021 and Fall 2022? | <18: | <18: |
| 18–24: | 18–24: |
| 25–34: | 25–34: |
| 35+: | 35+: |
| Completing writing in Year 1 by age at your college in Fall 2021 and Fall 2022? | <18: | <18: |
| 18–24: | 18–24: |
| 25–34: | 25–34: |
| 35+: | 35+: |
| Student Characteristic:  **Pell Status**  **(Economically Disadvantaged)** | What was the overall proportion of students completing math in Year 1 by Pell status at your college in Fall 2017 and Fall 2022? | Received Pell: | Received Pell: |
| Did Not Receive Pell: | Did Not Receive Pell: |
| Completing writing in Year 1 by Pell status at your college in Fall 2017 and Fall 2022? | Received Pell: | Received Pell: |
| Did Not Receive Pell: | Did Not Receive Pell: |

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| **Question** | **Answer: Reflection on Math and Writing** |
| Where is the college-making progress in increasing the percentage of students completing college-level math and writing in Year 1 from 2017–2022 at your college? |  |
| Based on these data, what concerns do you have about students completing college-level math and writing in Year 1? |  |
| How often does the college evaluate completion of college-level math and writing in Year 1, disaggregated by academically disadvantaged, economically disadvantaged and age to understand institutional barriers impacting student learning?  Who at your college is having those discussions? Who else at your college needs to be included in those discussions? |  |
| How does the KPI data explored relate to yesterday’s discussion on teaching and learning strategies? |  |

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