

PATHWAYS

Removing Barriers to Student Success

Today's Agenda

- Who are our students?
- What are the barriers and how do we address them?
- Lowering the costs of course materials
- 16-week, 12/13-week, and 8-week course models
- Student success learning outcomes
- College Preparatory (developmental education)
- Next Steps

Our Students



58.5%
Female

59.5% Hispanic

43.9%
Ages 18 to 21

77.1%
Part-time

50.5%
First-Generation

20.8%
received a
Pell Grant

Fall 2018 32,137 unduplicated headcount

Our Students by Campus

- 61.0% Hispanic
- 57.0% Female
- 85.1% Part-time
- 53.5% First-Generation
- 22.0% Received a Pell Grant
- 45.4% Ages 18 to 21

Fall 2018 15,302 unduplicated headcount



Central Campus

Our Students by Campus



- 67.1% Hispanic
- 60.6% Female
- 86.9% Part-time
- 54.5% First-Generation
- 22.0% Received a Pell Grant
- 40.6% Ages 18 to 21

Fall 2018 10,043 unduplicated headcount

North
Campus

Our Students by Campus

- 50.3% Hispanic
- 58.9% Female
- 83.6% Part-time
- 47.1% First-Generation
- 21.5% Received a Pell Grant
- 46.0% Ages 18 to 21

Fall 2018 12,550 unduplicated headcount



South Campus

More Education = Higher Pay

Of the 90,921 people who are 25 years or older living in Pasadena, how many are living in poverty?

- Less than high school graduate 24.7%
- High school graduate only 14.6%
- Associate's or some college 9.6%
- Bachelor degree 4.9%

U.S. Census Bureau 2017

Trellis Survey 2018

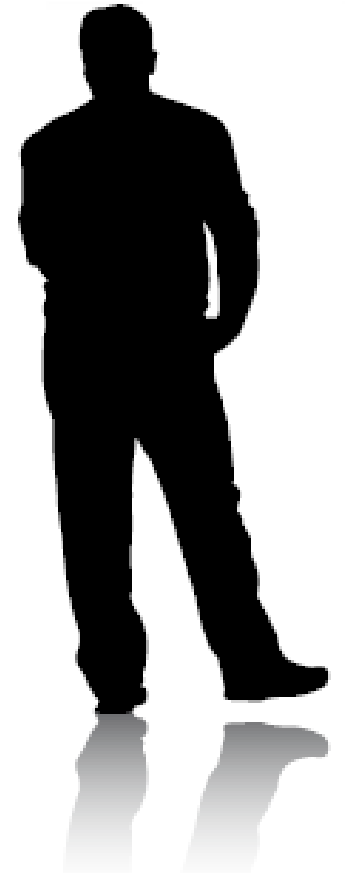
"There is growing recognition that the interplay of student collegiate finances and academic performance influences key student outcomes like retention and graduation. Students experiencing high levels of stress related to finances and meeting basic needs may struggle to reach their academic potential. More and more colleges want to better understand the state of financial wellness of their students to pin a baseline for comparison after implementing various initiatives such as providing financial education, emergency grants, and referring students to public assistance programs, food pantries and coordinated carpools."

The Trellis Company

So what did we learn from Trellis?

San Jac Students

- 51% are supporting their families while in school.
- 69% are worried about paying for college.
- 28% did not know how they would pay for the next semester.
- 73% could not get \$500 in cash or credit for an emergency.

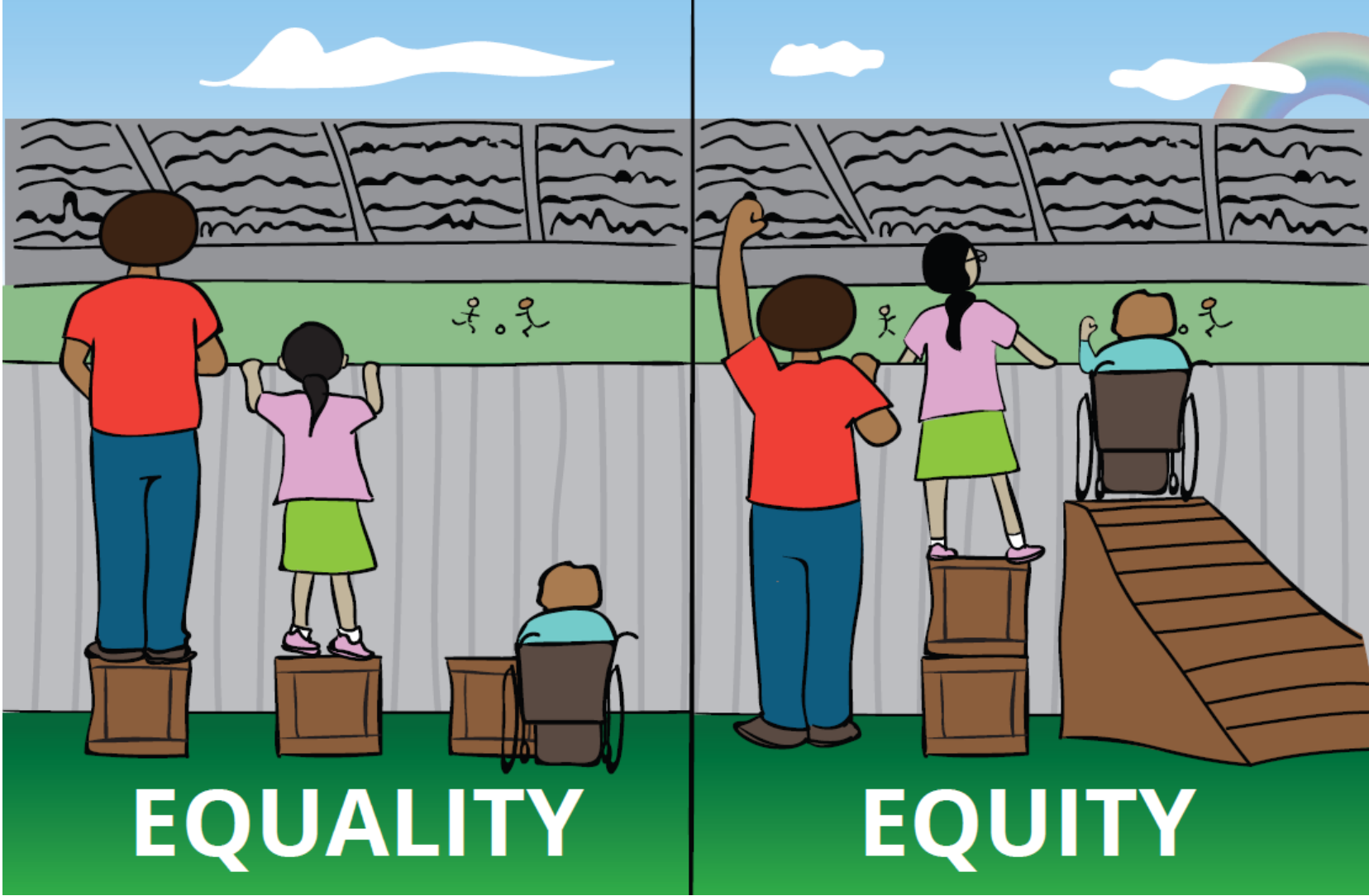


Basic Needs

- 61% reported low or very low food security.
- 63% worry about paying current monthly expenses.
- 42% ran out of money five or more times in the past 12 months.
- 53% reported housing insecurity.
- 9% are homeless.

Going to College

- **29% agreed/strongly agreed that their school actively works to reduce the financial challenges they face.**
- **More than half—57%—believe their institution works to make tuition more affordable.**
- **Students feel textbooks are too expensive, and 47% disagreed/strongly disagreed that their school works to make textbooks more affordable.**



EQUALITY

EQUITY

Lowering the Costs of Course Materials

- Board of Trustees Directive
- Course Materials Are More Than Textbooks
- Uniforms, Parking Charges, Test Booklets, Software, Equipment
- Innovative Programs Such As First Day
- Choices, Encouragement, Alignment With Strategic Goals and Annual Priorities
- Continuous Improvement

What are the savings?

- **Open Educational Resources**
 - **Spring 2017 – Fall 2018 - >\$2,100,000 in textbook cost savings**
 - **Estimate total savings will exceed \$3,000,000 in spring 2018**
- **Open Books Plus (First Day)**
 - **Pilot spring 2019 in 60 sections**
 - **Estimated savings up to \$79,000**
- **Potential savings to students**
 - **Over \$2,000,000 each fall and spring**

Reaching the Potential

- **Challenges**
 - Identifying quality resources
 - Developing shared resources
 - Achieving digital fluency
- **Strengths**
 - Experts on staff in every area we offer
 - Innovative individuals to support efforts
 - Expanding infrastructure to deliver resources



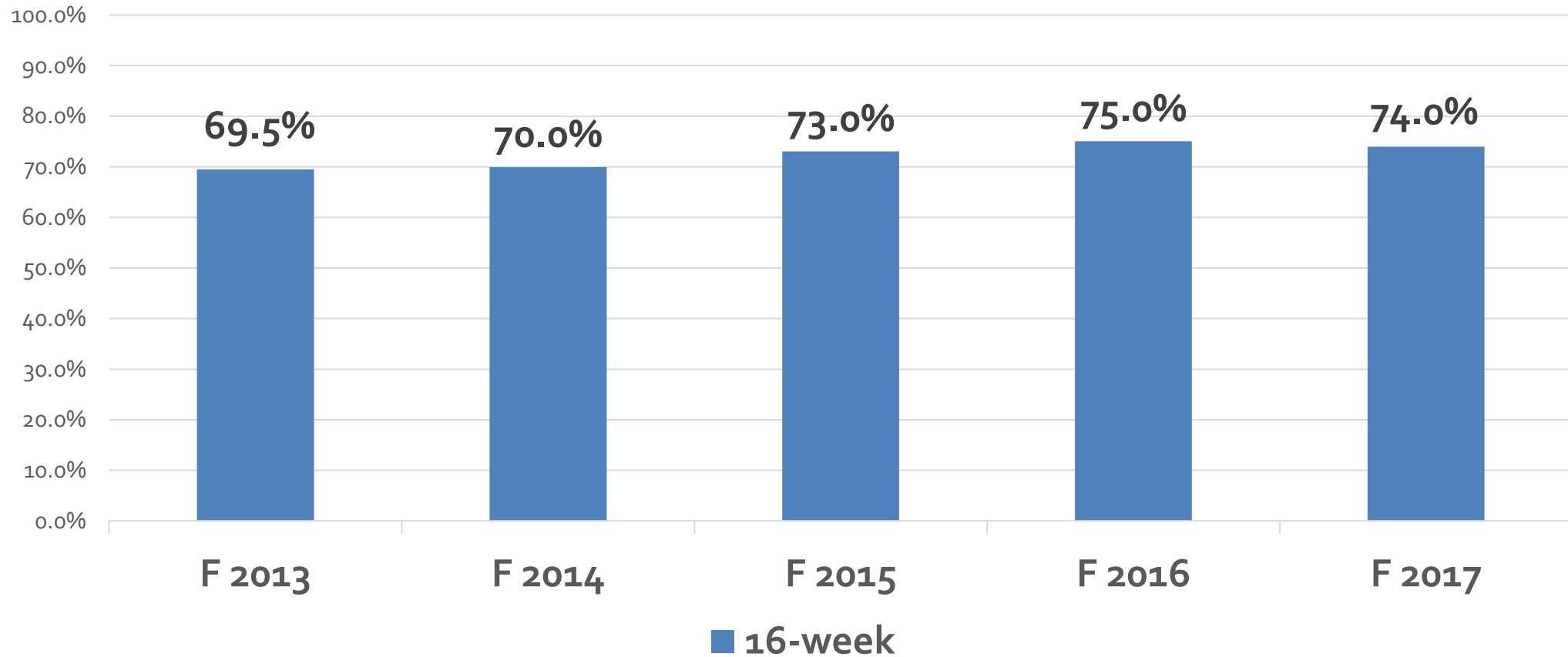
16-Week, 13-Week, and 8-Week Delivery Models



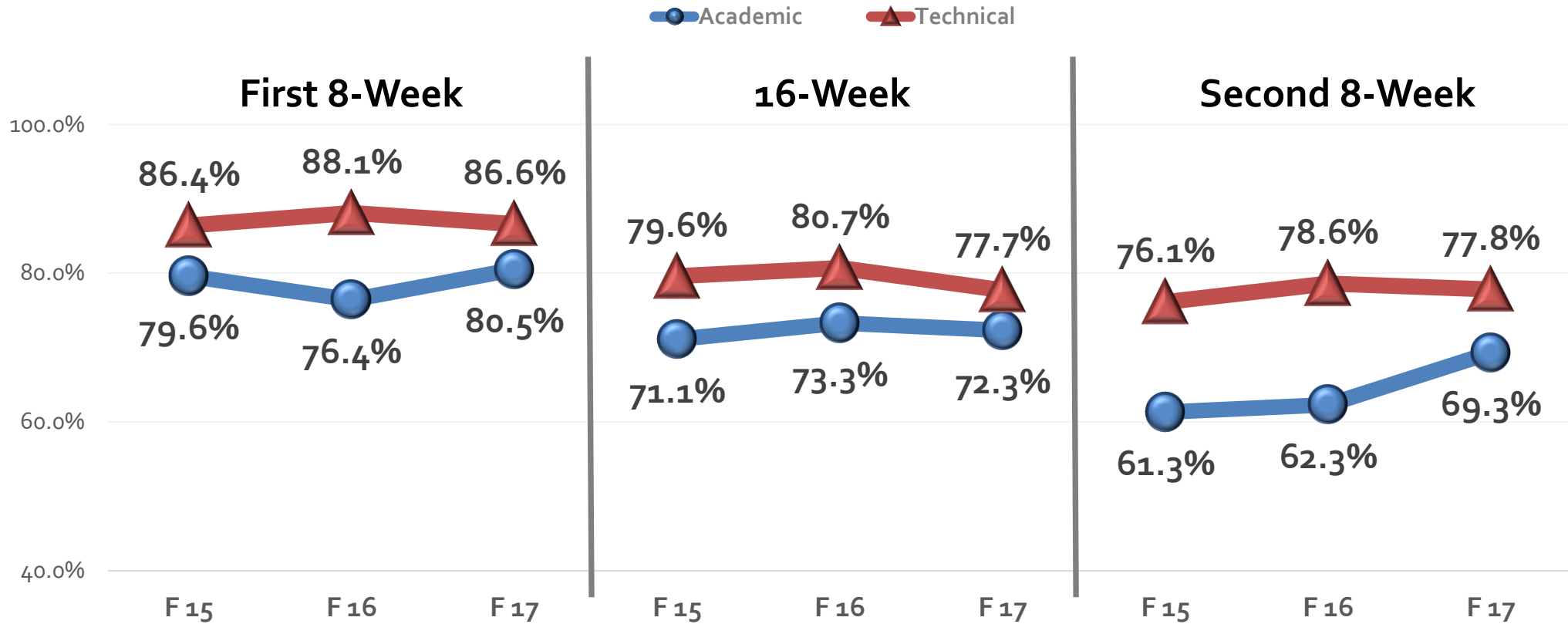
Summary of Data from 3 Texas Colleges

- **21 percentage points higher A-C student success: 8-week classes (79%) compared to 16-week classes (58%) (Amarillo College spring 2017).**
- **9 percentage points increase in A-C student success in general education courses: fall 2017 (80%) compared to fall 2016 (71%) (Amarillo College)**
- **8% increase in A-C student success in first two years of offering 8-week classes (Odessa College)**
- **11% of the students who were part-time status in fall 2017 were converted to full-time status in fall 2018 (Grayson College)**

16-week term Course A-C Success

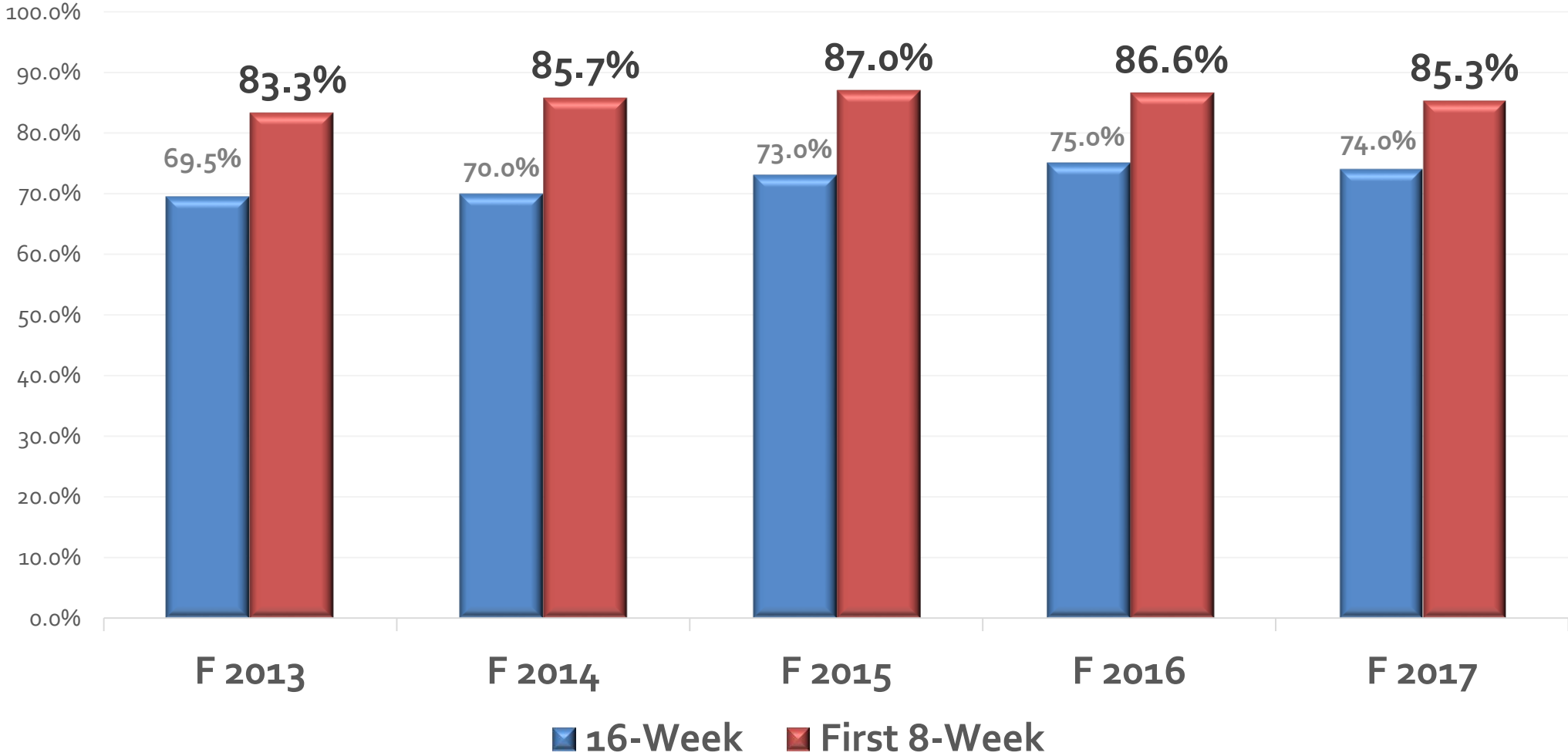


Fall Term Academic & Technical Course A-C Success



Technical Enrollments	1,264	971	1,309	11,251	11,553	11,902	980	1,028	1,257
Academic Enrollments	519	741	903	55,243	56,051	58,051	1,283	1,855	2,133

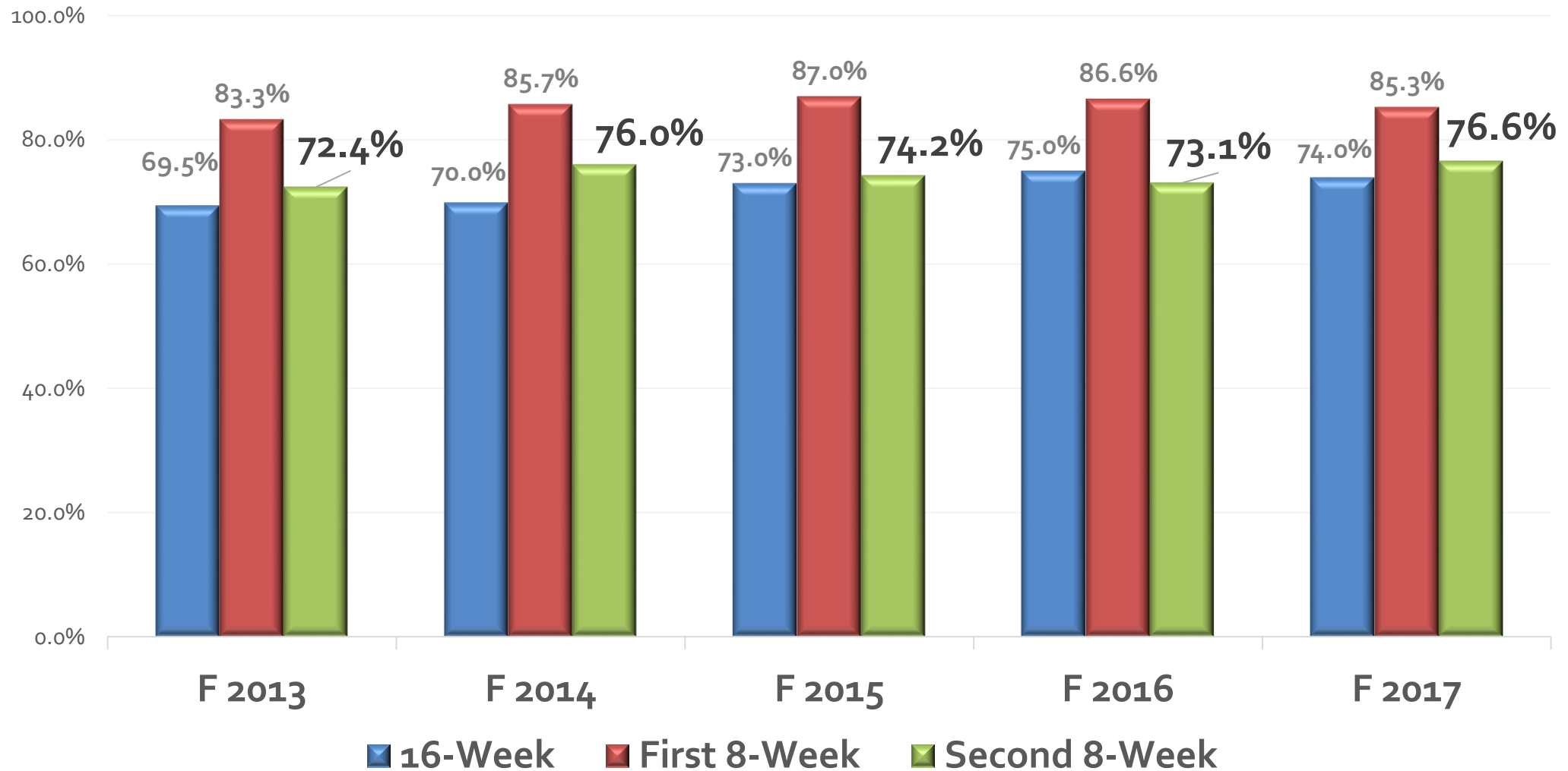
First 8-Week Term Course A-C Success



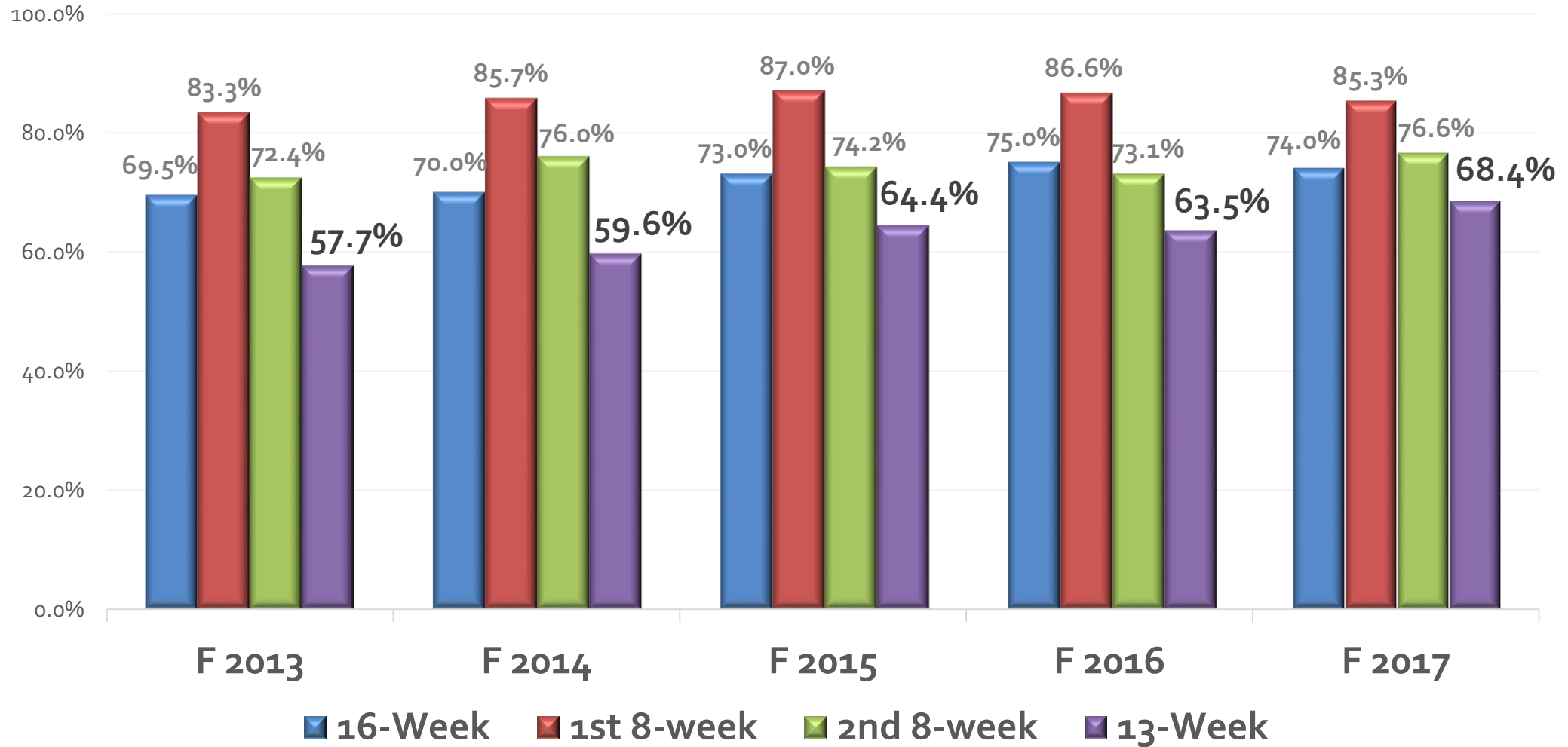
Source: LP_ENDCRSE

Does not include SmartStart Fall 2018

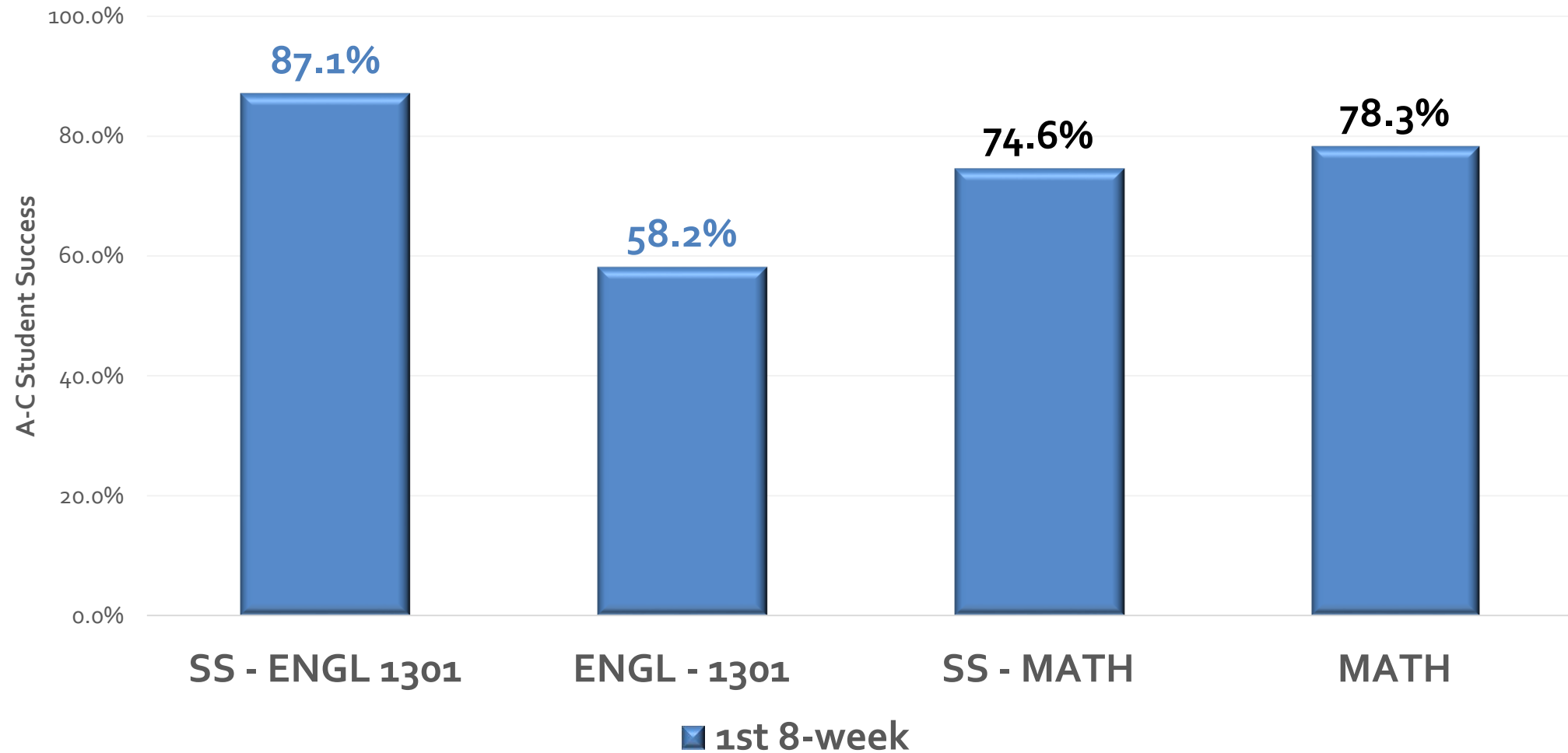
Second 8-Week Term Course A-C Success



13-Week Term Course A-C Success



SmartStart – Fall 2018



What are the data telling us, and what questions do the data prompt?

- **4% of students (1,234) enrolled in ONLY late start terms**
- **1% of students (336) enrolled ONLY in courses that started at 8B or later**
- **Of the 1,556 students who enrolled in the 13-week term, 83% were also enrolled in a 16-week term**
- **Of the 2,668 students who enrolled in the 12-week term, 75% were also enrolled in a 16-week term**

Questions, continued.

- Overall students are less successful in the late start 13-week terms. Should late start be modeled on summer/mini terms (5 weeks) and reserved for only late registrants?
- In fall 2018, 4.6% (n=3,638 withdrawals) of total enrollments dropped after week 8. How many could have received credit for an 8 week course?
- Does our scheduling meet the needs of full-time and part-time students?
- Should we consider strengthening our weekend college offerings?
- Online and hybrid models are inherently a part of the 8-week model. Can we offer enough ACAdemic courses to get most full-time and part-time faculty certified in teaching online and hybrids?

More questions, continued.

- Should 8-week terms become the primary schedule, to include four-day face-to-face and two-day hybrid classes?
- Should areas such as College Preparatory English and mathematics courses continue in 16-week models, depending on student placement?
- What needs to be done differently in 8B where success rates are lower?
- ENGL 1301 enhanced with Student Success SLOs made a difference in A-C Success. Should we continue with the enhanced courses?
- Or, should we incorporate general education SLOs/student success SLOs into entry-level courses that would be mapped by faculty to build needed skills sets?

Refine Student Success SLOs

GENERAL EDUCATION SLOs	GUST and STUDENT SUCCESS SLOs	ESSENTIAL SKILLS (State Mandate)
Communication	Develop self-awareness.	
Critical Thinking	Develop awareness of campus resources.	
Empirical and Quantitative Skills	Explore career options and choices.	
Teamwork	Develop organizational and study skills.	
Personal Responsibility	Develop the ability to conduct research.	
Social Responsibility	Develop self-responsibility.	

What is happening with College Preparatory?

House Bill 2223

- Fall 2018 25% DE students enrolled in co-requisites
- Fall 2019 50% DE students enrolled in co-requisites
- Fall 2020 75% DE students enrolled in co-requisites

HB 2223 Report as of 12/5/2018

- DE Mathematics

	Numerator	Denominator	%
CENTRAL	152	603	25%
NORTH	136	301	45%
SOUTH	161	521	31%
DISTRICT	449	1425	32%

- DE INRW

	Numerator	Denominator	%
CENTRAL	104	472	22%
NORTH	57	305	19%
SOUTH	146	517	28%
DISTRICT	307	1294	24%

THECB and Legislative Agendas

The State of Texas is still determining where co-requisites and new models will fit into the structure of Developmental Education; however, they have indicated that by 2020 the following will be in place.

- All Developmental Education (TSIA levels 5 & 6) will be in co-requisite models.
- Students with a TSIA of ABE 1-4 will go to an Adult Education Literacy Program (AEL).
- There will be no stand-alone reading or writing courses.
- Be aware much of this is conjecture. We don't know yet what the final decisions will be.

Faculty Credentialing

- \$60,000 was set aside from the TX 60x30 Grant.
- All College Preparatory Faculty were offered \$3,000 to begin master's degree coursework to achieve 18 hours in teaching fields.
- \$17,827 was distributed.
- 57.8% of full time College Preparatory Faculty have their 18+ hours in content area.

	# Full time Faculty	# had their +18	Received 60x30 funds	Completed +18
District	39 FT College Prep Faculty	18 Had their +18	7 received funds	4 completed

So what are the next steps?

- Communication will be even more critical as we move forward to analyze the data and answer these questions.
- We will use Framework Fridays to begin our analysis of delivery models through discussions within departments and divisions.
- We will create draft schedules that move many academic and technical courses into a primarily 8-week term model.
- We need to determine how to manage late-start options.
- We need to analyze the parts of term we use and decide if the number of different parts of term can be reduced?
- We need to continue to explore options for reducing costs of course materials. We'll be surveying departments for strategies.

Next steps, continued.

- Faculty will identify research questions and any needed committees and task forces.
- All work will be directed toward making our students more successful through innovative instruction, expanded instructional models, class schedules, and wrap-around support.
- We may not have the answers now, but through our collaboration and consideration of options, we will create the best pathways for our students.
- This research and analysis will be the foundation of the work for Framework Fridays, beginning in January.