



APRIL 6TH, 2022

STUDENT SUPPORT

Milestone 1: Establishing Context

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Charge of the Student Support Workgroup

Understand trends in student success, including regional and demographic variations.

Gain an understanding of strategies, policies, and supports that increase access and completion for different students.

Explore the alignment and limitations of the current financing model in advancing student success efforts.

Advance considerations for how to support and encourage student success practices through a CC financing model.

TOPICS COVERED TO DATE



01

Community College Enrollment and Dual Credit

- Dual Credit in Texas (UT, TACC)
 - National Perspective: Dual Credit + Guided Pathways (CCRC)
- Dual Enrollment in Ohio (OACC)

02

Developmental Education + Public Education Trends

- COVID-19 Impact on education pipeline (TEA)
- Developmental Education Reform (THECB)

03

Student Success Funding in Other States



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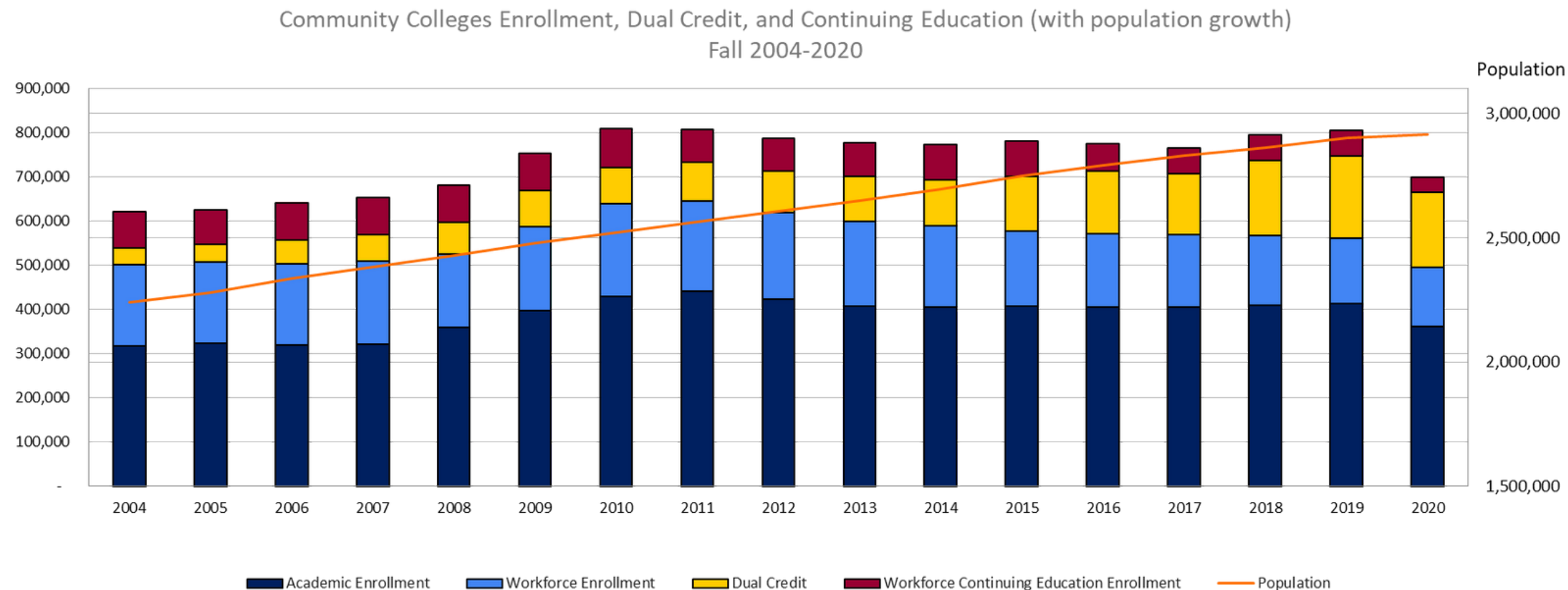
ENROLLMENT AND DUAL CREDIT

SUMMARY





COMMUNITY COLLEGE ENROLLMENT IN TEXAS REFLECTIONS

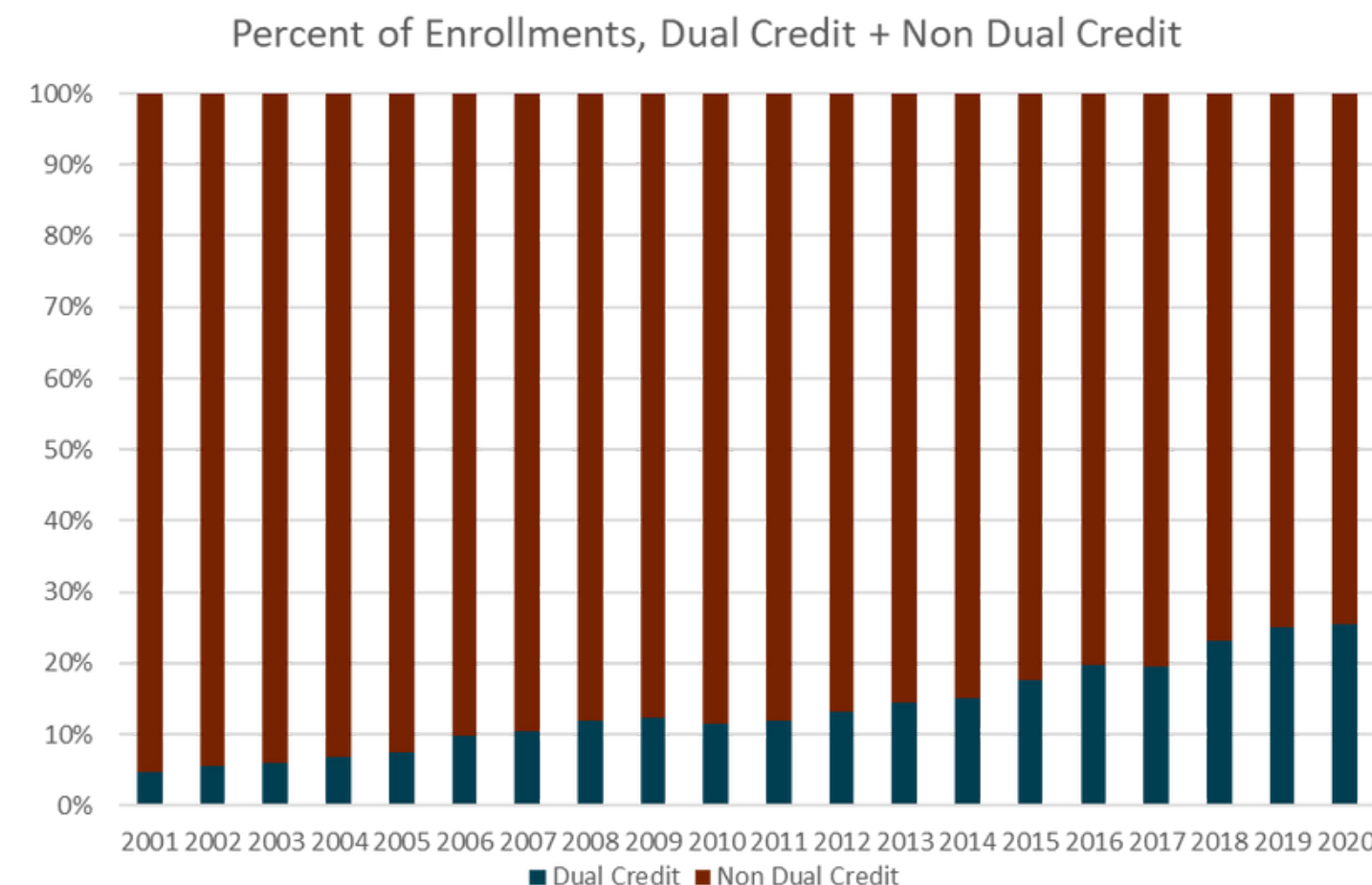
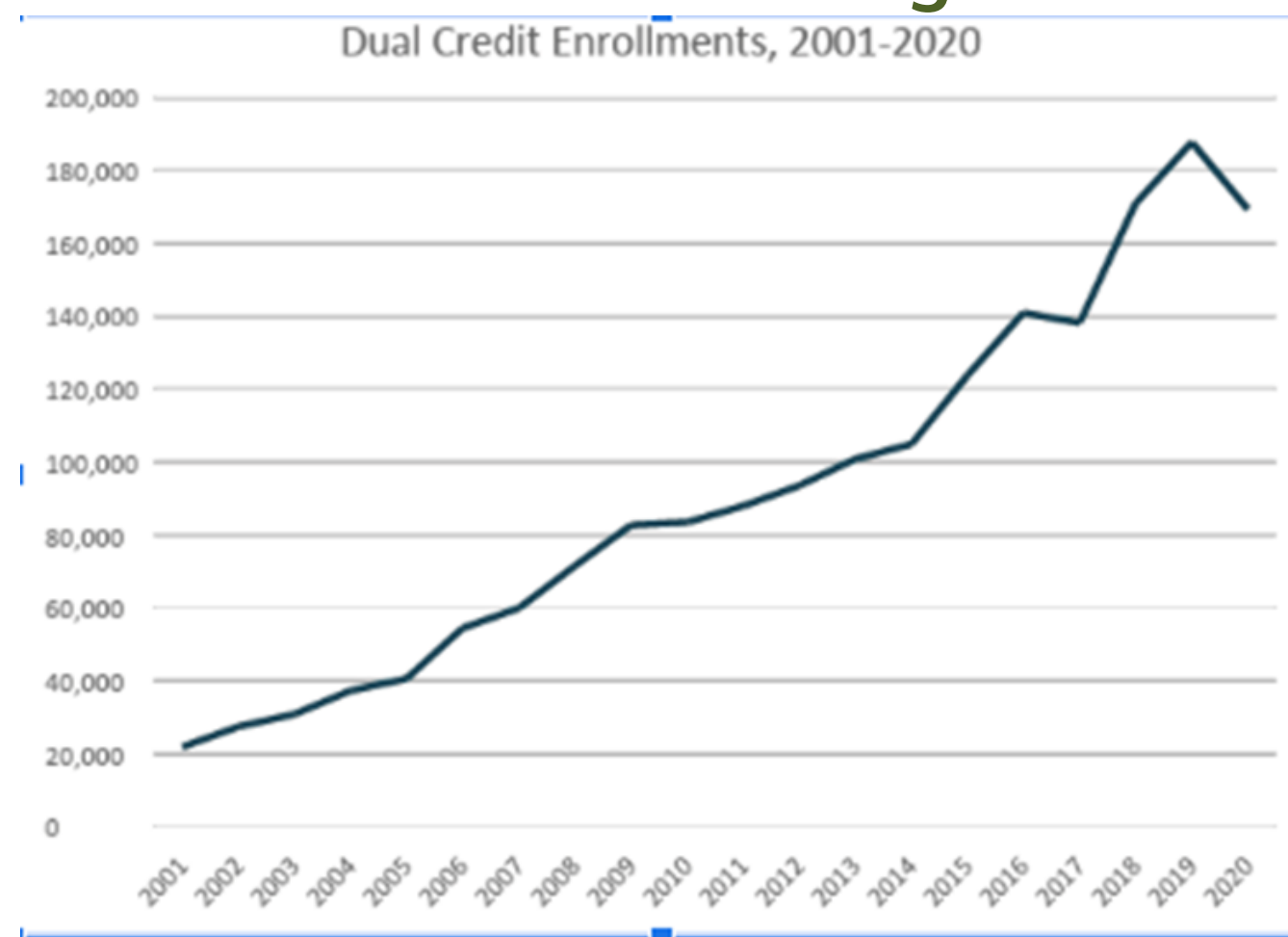


- Prior to COVID-19, Community Colleges saw moderate enrollment growth, but it has not kept pace with TX population growth
- Need to get additional data on enrollment by demographics for state & region
- Need data and analysis on the enrollment trends of non-traditional adult students



DUAL CREDIT: ENROLLMENT

Dual Credit enrollments have grown in total number and in percent of total enrollments.



- Dual credit enrollment topped 180,000 in 2019, an increase of over 600% since 2000, and has doubled since 2010.
- The percent of total enrollments has increased from 5% in 2000 to a quarter of all enrollments in 2019.
- 92% of dual credit/ enrollment is delivered by CCs.

DUAL CREDIT REFLECTIONS

1. Dual credit can be a mechanism for equity but will require:
 - Deeper understanding of existing variation (who is accessing)
 - Intentional sequences from pathways vs. “random acts”
 - Better understanding of the variations in funding models and what funding looks like to support broader access and equity
 - Additional supports to increase access for disadvantaged students



2. Need better understanding of how increased percentage of enrollment impacts the underlying business model for community colleges and public education partners

3. Need to understand if there are additional pressures and resource issues that need to be addressed, such as academic vs. technical offerings

4. Can't lose sight of mission and role of community colleges to educate, train, reskill non-traditional adult students.





DUAL CREDIT IN TEXAS: FUNDING + PROGRAM

Texas has a “Wild West” of financing mechanisms and variation in who carries the costs between ISDs, colleges and students

- TACC survey: 45 Colleges Responded. 6 waive full cost. Others combination of waivers; students charged full tuition in some districts
- Other states putting some parameters around floors and ceilings in terms of cost-sharing between ISDs and colleges; providing DC at no cost to the student

No program standardization or consistency across the state

- No standard structure for delivery and program supports
- No limitations on courses taken and unclear pathways to degrees may result in “random acts of dual credit”
- Transferability is an issue and informed advising/transparency to students is inconsistent
- Variation in GPA weighting



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DEVELOPMENTAL EDUCATION + PUBLIC EDUCATION TRENDS

SUMMARY





DEVELOPMENTAL EDUCATION + PUBLIC EDUCATION REFLECTIONS

1. There are potential implications of the COVID-19 impacts on student enrollment and success in community colleges. Current trends left unaddressed will create a higher need for developmental education (co-requisite).

- While significant funding is being directed to K12 learning loss interventions there are still immediate implications for community colleges that need to be addressed.
- Demographic realities: more economically disadvantaged, Black and Hispanic students are the pipeline for CCs and higher education

2. Need to better understand fiscal implications for co-requisite and other academic supports for students and how the state can enhance these practices.

3. Need to evaluate and align the funding model to best support needed interventions at the college level and help advance success

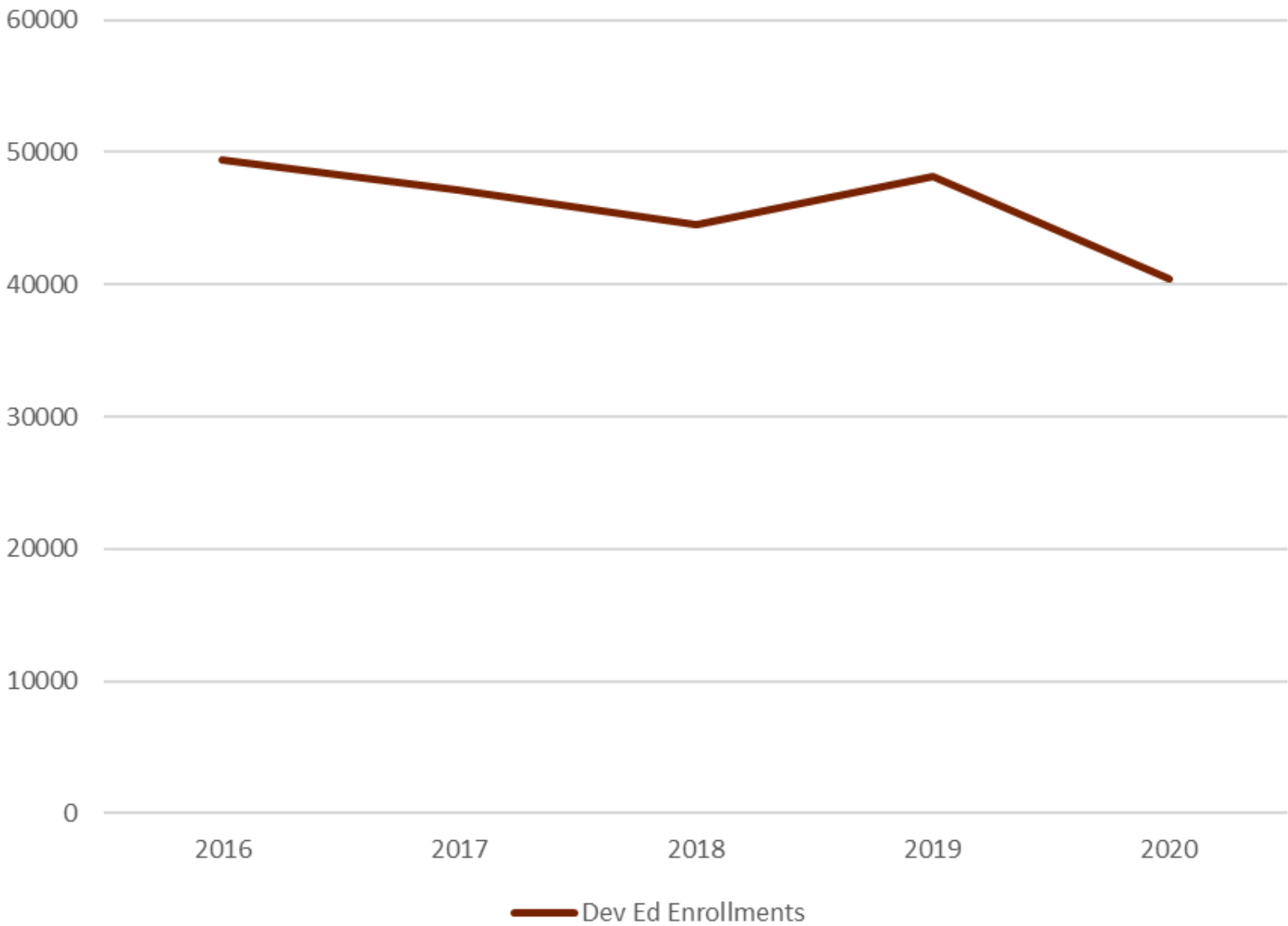


DEVELOPMENTAL EDUCATION ENROLLMENTS

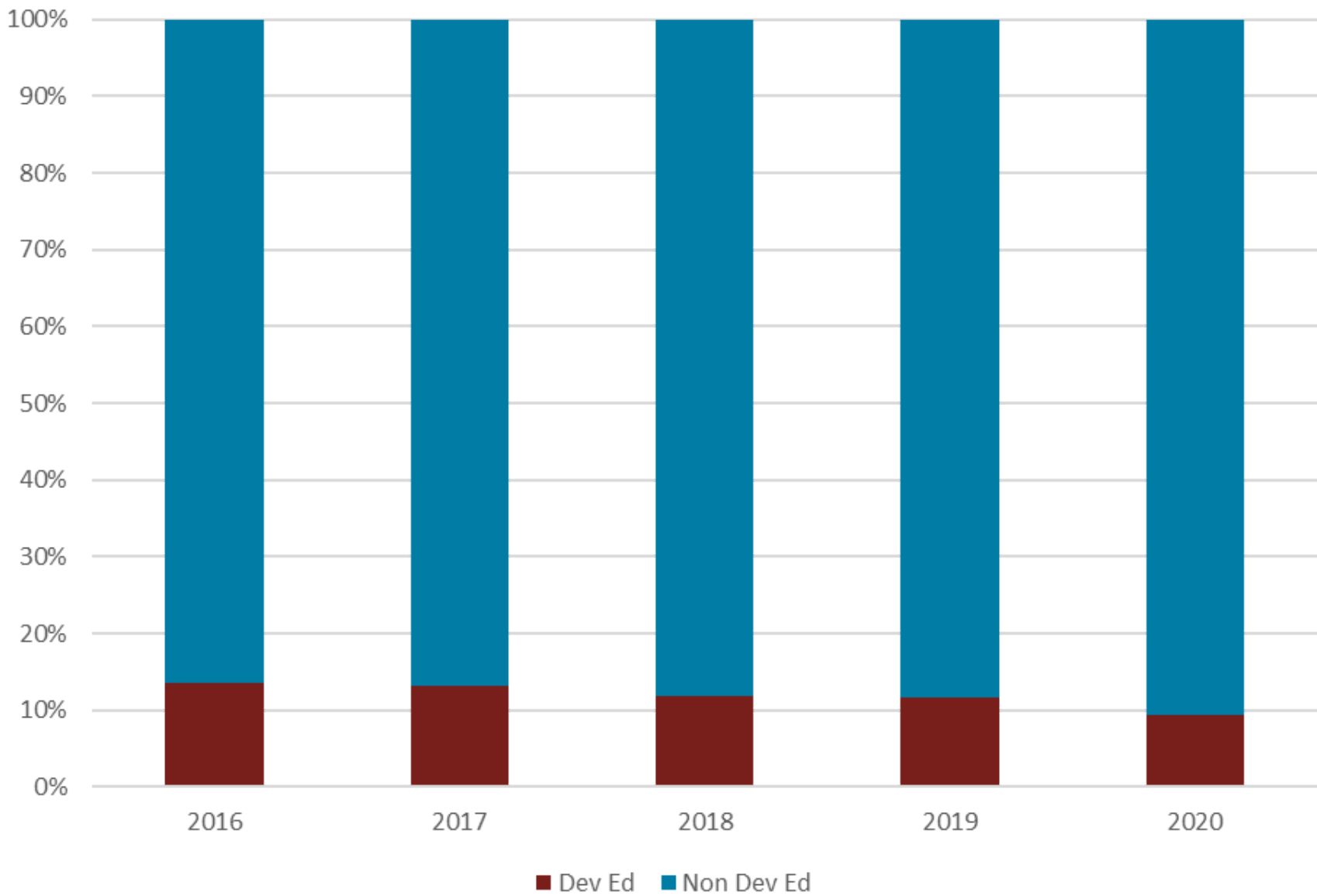


DEVELOPMENTAL EDUCATION ENROLLMENTS HAD BEEN DECLINING OVERALL AND AS A PROPORTION OF TOTAL ENROLLMENTS. TRENDS IN PUBLIC EDUCATION PIPELINE MAY AFFECT STUDENT ACADEMIC NEEDS.

Dev Ed Enrollments, 2016-2020



% of Enrollments, Dev Ed and Non Dev Ed

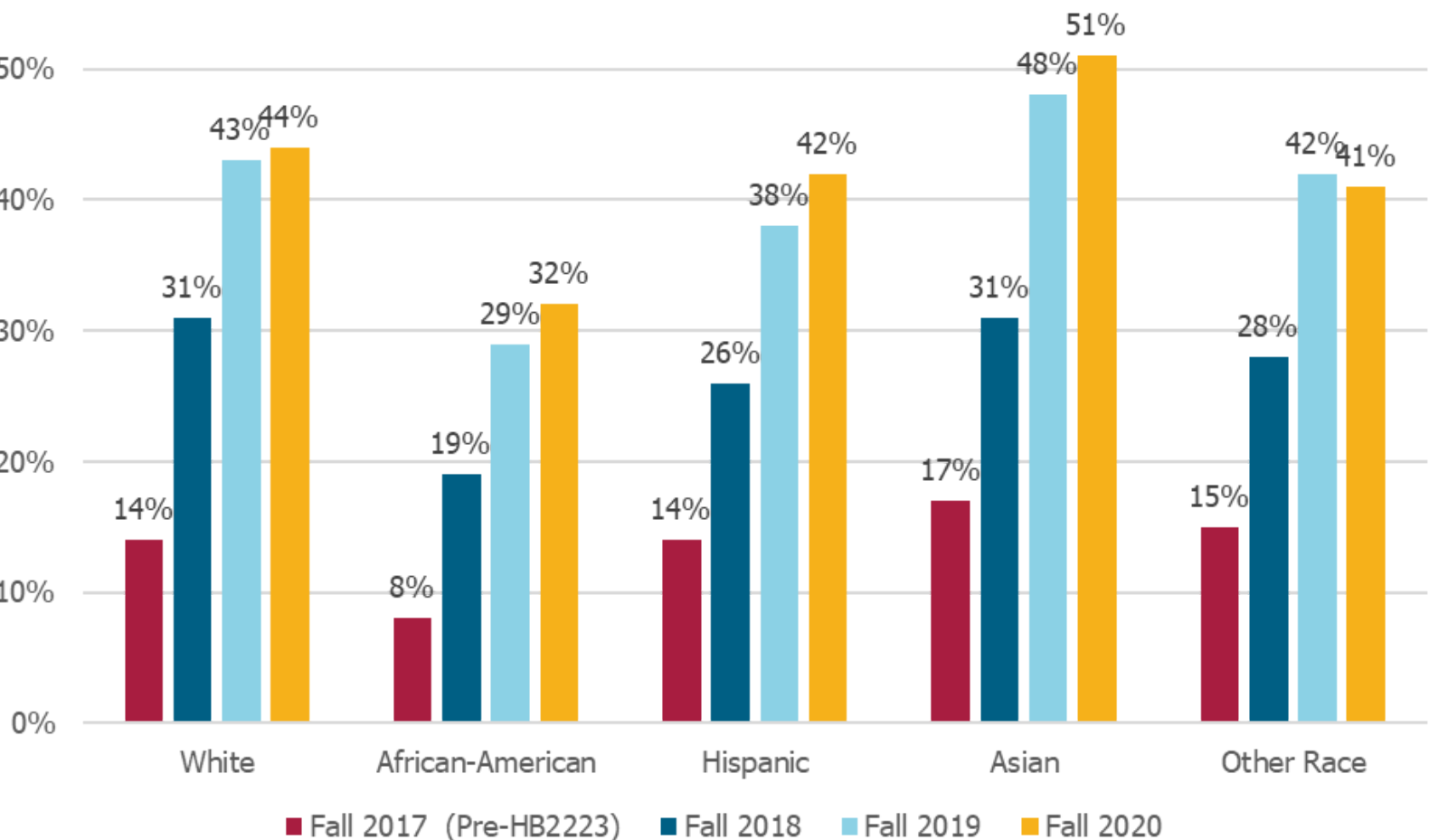


DEVELOPMENTAL EDUCATION:

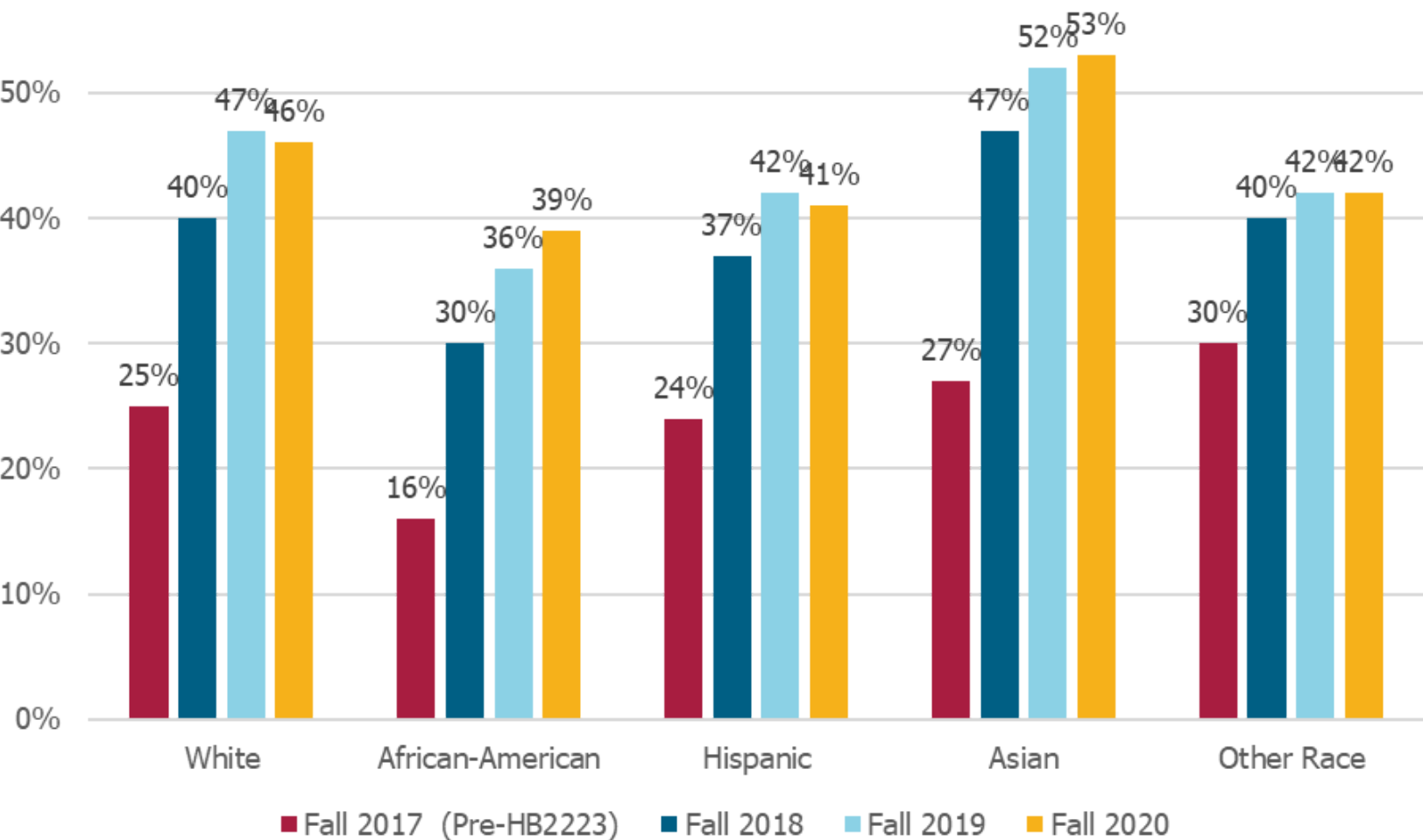
CO-REQUISITE REFORMS

CO-REQUISITE REFORMS HAVE PROVEN SUCCESSFUL AT GETTING STUDENTS TO BE COLLEGE-READY AND COMPLETION OF FIRST COLLEGE-LEVEL COURSES. TREND HOLDS TRUE ACROSS ALL DEMOGRAPHIC GROUPS.

Math - Percent of Successful First College-Level Course Completions² for HB 2223 Eligible¹ Students within Two Semesters by Race



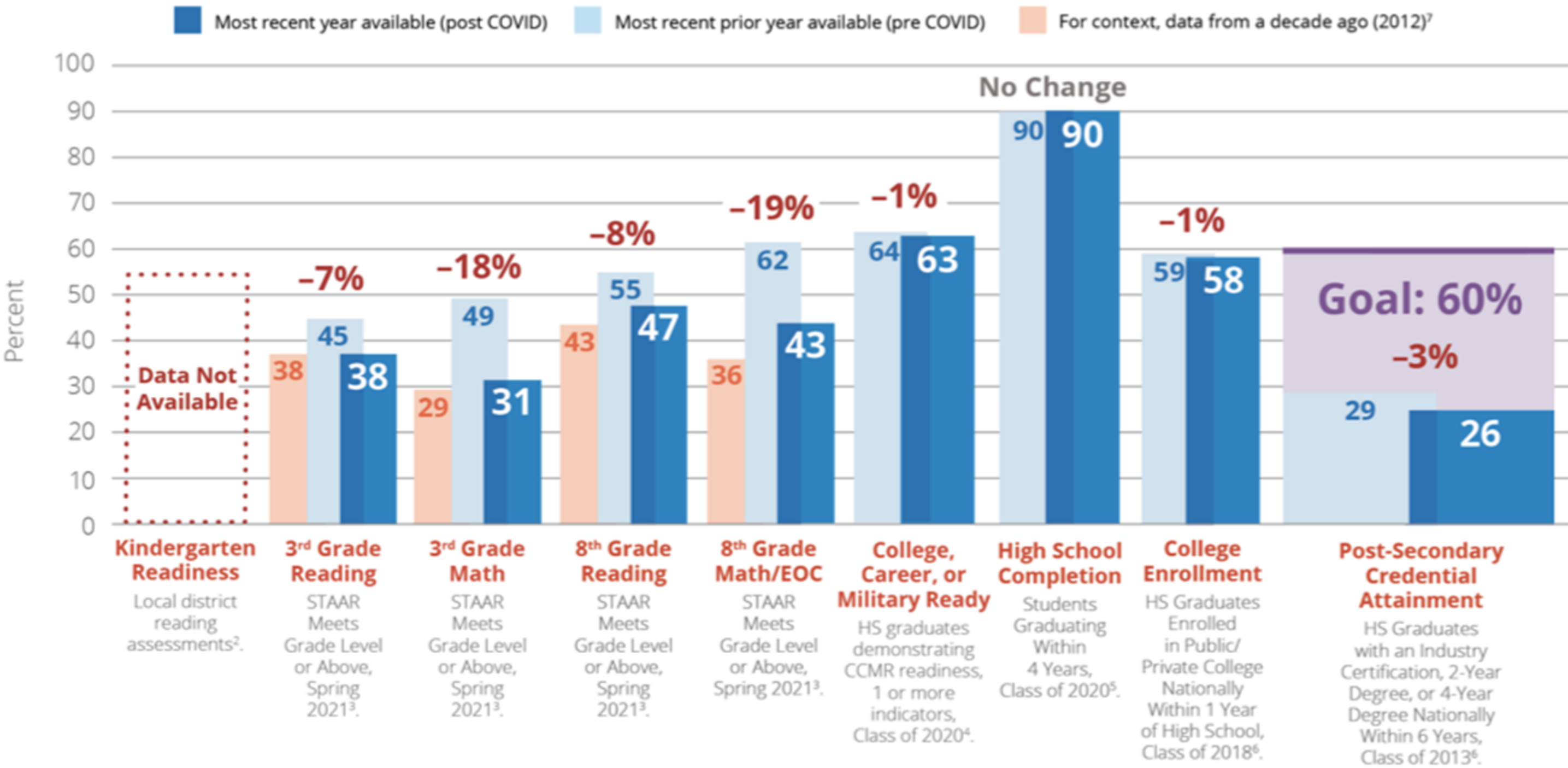
Reading/Writing/IRW - Percent of Successful First College-Level Course Completions² for HB 2223 Eligible¹ Students within Two Semesters by Race



PUBLIC EDUCATION TRENDS



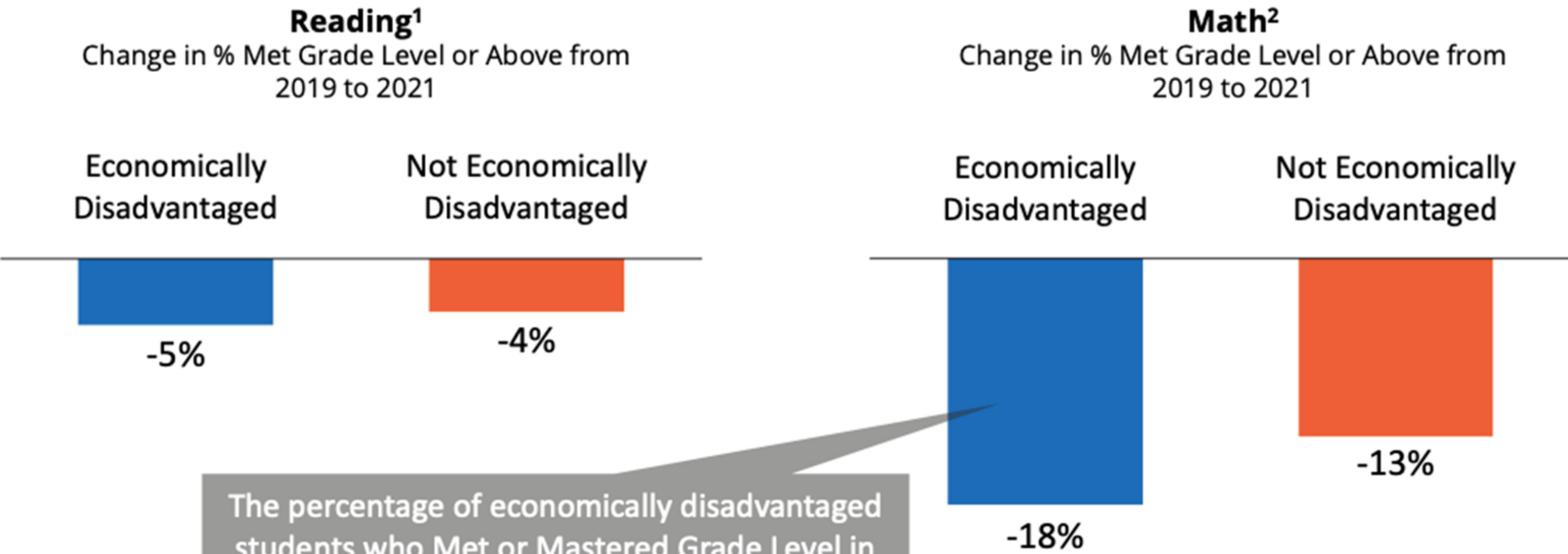
COVID-19 ERASED ACADEMIC GAINS OF THE PAST DECADE,
PARTICULARLY IN EARLY YEARS OF K12 PIPELINE



PUBLIC EDUCATION TRENDS



THERE ARE MORE SIGNIFICANT IMPLICATIONS FOR ECONOMICALLY DISADVANTAGED STUDENTS



The percentage of economically disadvantaged students who Met or Mastered Grade Level in Math decreased by 5 percentage points more than non-economically disadvantaged students





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STUDENT SUCCESS IN STATE FUNDING MODELS

SUMMARY





STUDENT SUCCESS IN STATE FUNDING MODELS: REFLECTIONS

1. Current funding is not directly linked to an empirical understanding of what it costs to successfully serve students and varying levels of need for different students
2. Need to further examine how variations in resource levels and sources of funding has affected different institutions, the students they serve, and the underlying incentives in the business model
3. Need to further understand the impact of the allocation funding model versus a set rate based on accomplishments & improvement





COMMON METRICS TO ALIGN FUNDING WITH SUCCESS

- Completion
 - Earned certificates
 - Earned degrees
- Progression
 - Earned credit hour benchmarks
 - Total earned credit hours
- Gateway course success

- Priority funding for underrepresented students
 - Underrepresented minority students
 - Low-income students
 - Non-Traditional Adult students
 - Underprepared students
 - Veterans
 - First generation students
 - Rural students





AFFORDABILITY + STUDENT SUCCESS



The discrepancies in tuition

- For in-district students
- In-district versus out-of-district



What are approaches to funding that can reduce these gaps

- Student Financial Aid
- Offsetting/equalizing student costs through various mechanisms



STUDENT SUCCESS SLIDE

State	Course Completion	Progression	Total Degrees/ Certificate	Transfer	Workforce	Priority Fields	Priority Population
California	✓	✓	✓	✓	✓		✓
Ohio	✓	✓	✓	✓		✓	✓
Tennessee		✓	✓	✓	✓		✓
Texas		✓	✓	✓		✓	

Texas’ Success Points are generally in line with outcomes components in other models but don’t consider different student demographics. Further understanding of how existing success points align with student success practices needs to be explored.





WHAT'S NEXT

LOOKING FORWARD

01

Further analysis related to student demographics and regional differences

02

A better understanding of dual credit access, success, and funding

03

Student affordability and financial barriers to success

04

Effective pathways reforms and wrap around supports

05

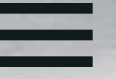
Understanding student success points and considerations for reflecting varying needs of student populations





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THANK YOU

ADDITIONAL COMMENTS



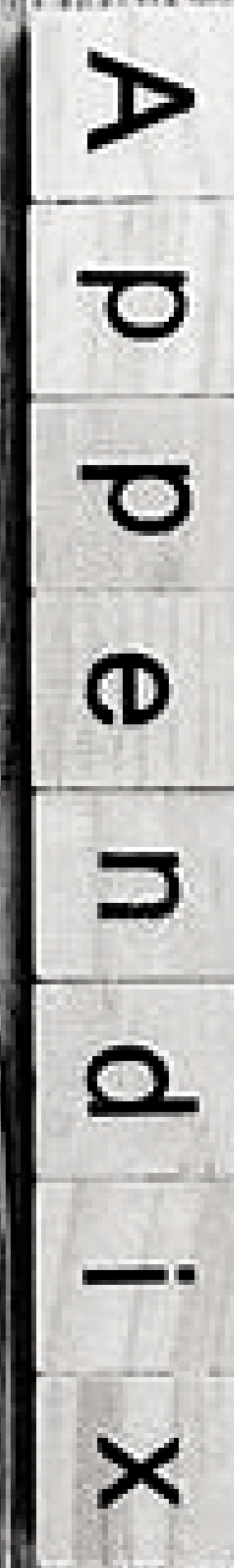


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APPENDICES

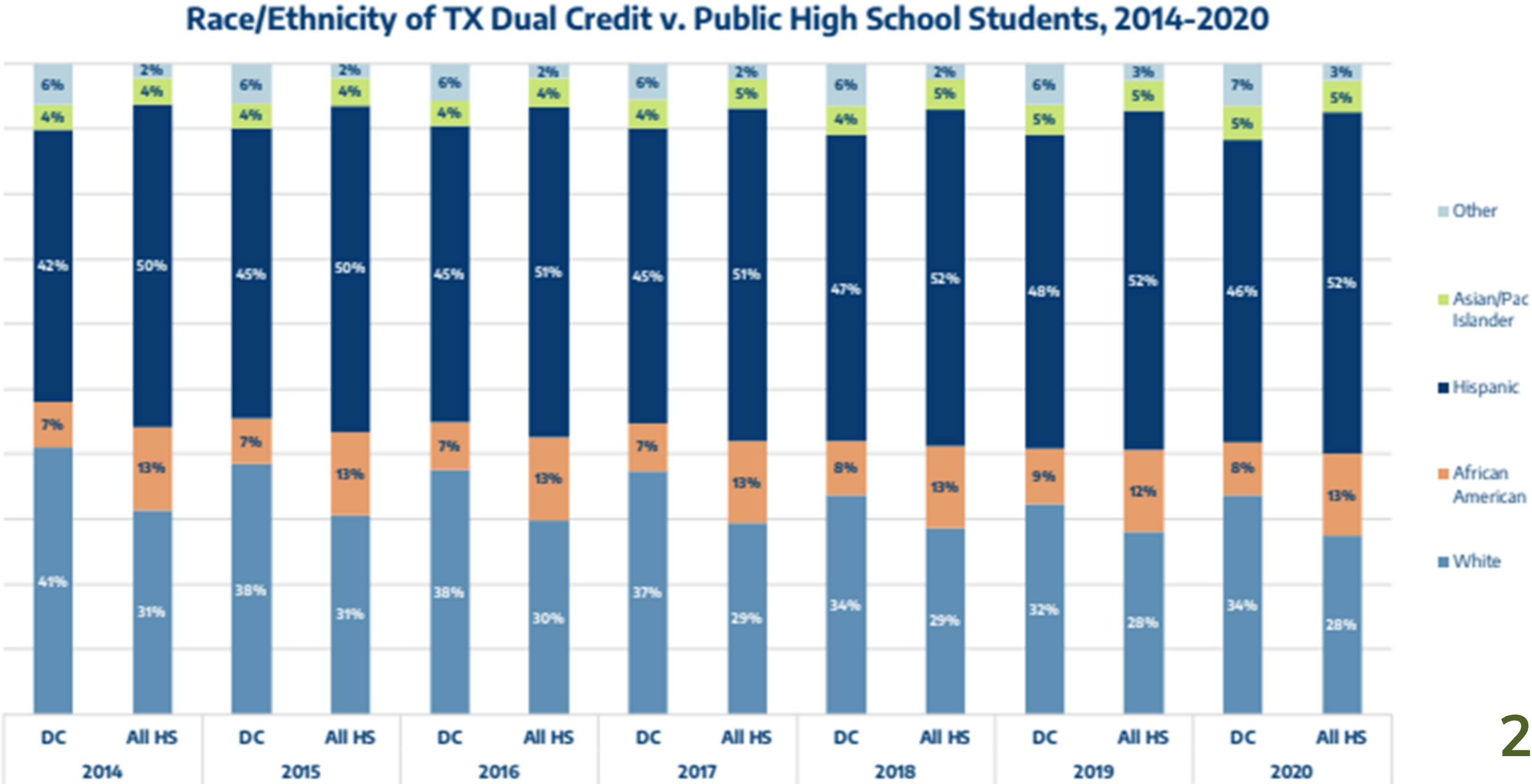
Additional Data





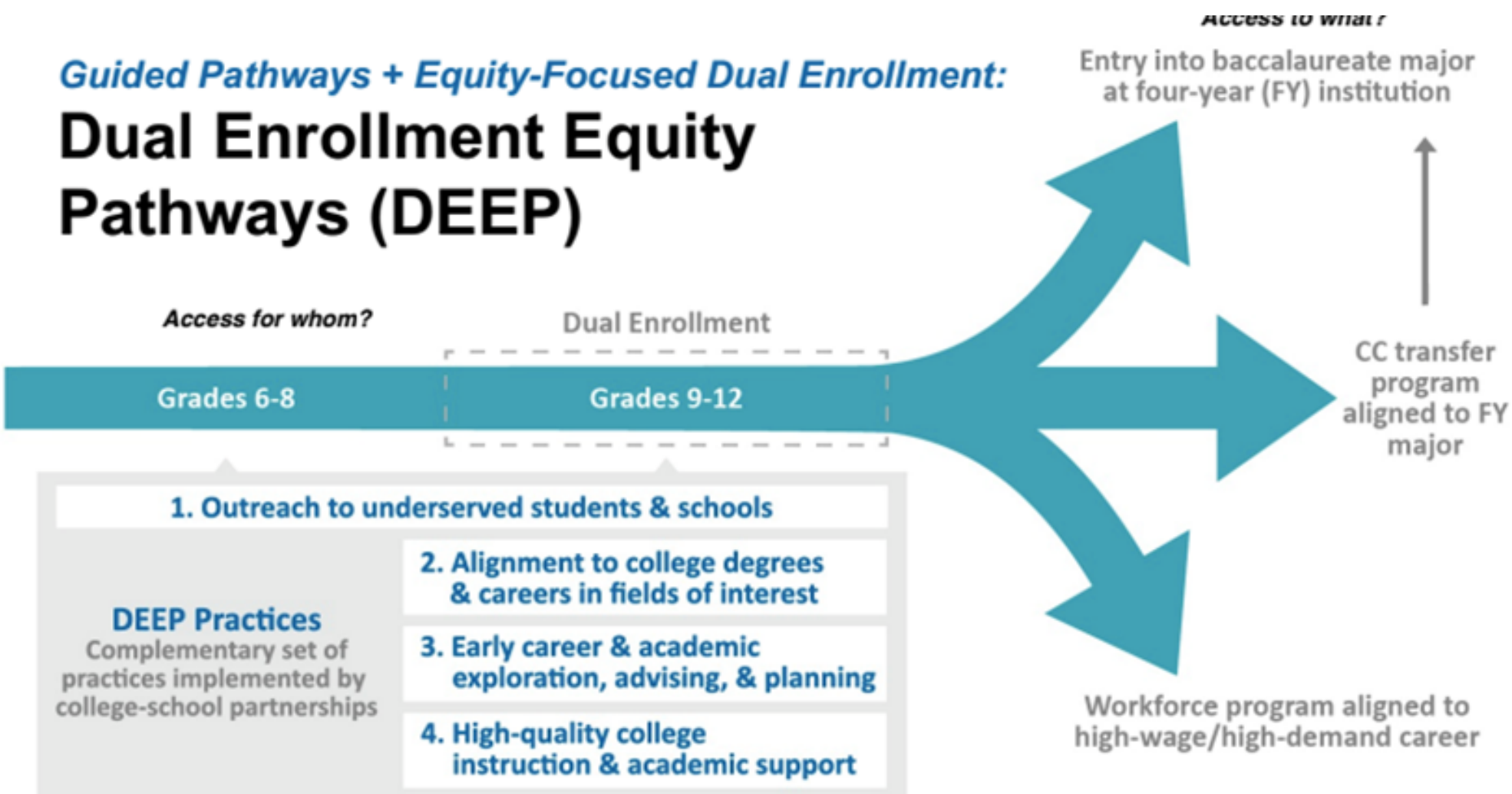
DUAL CREDIT: ENROLLMENT

Access is not consistently equitable in terms of demographics, geography, program availability, infrastructure, and funding. Historically disadvantaged groups participate at lower rates than their proportion of the student population.



NATIONAL PERSPECTIVE: DUAL CREDIT + GUIDED PATHWAYS

Guided Pathways + Equity-Focused Dual Enrollment: Dual Enrollment Equity Pathways (DEEP)



- Research shows positive effects of taking college courses in HS
- Equitable access and benefits are not consistent among all populations
- Guided Pathways reforms + Evidence from institutional practices can point to principles and policy for more equitable access and better outcomes
 - Clear vision/goals
 - Outreach and awareness
 - Funding and access
 - Advising and supports for exploration
 - Quality instruction
 - Integration of pathways



DUAL CREDIT: OHIO

- Funding + Finance
 - K12 has a greater funding burden than TX but retains a portion of foundation funding
 - Pressures exist between K12 and higher education on “redirected/lost funding”
 - CC funding model aligned: Colleges receive funding for successful course completion and student progression, with weights for at-risk populations
- Student Affordability
 - No tuition/fees for students
 - Textbook costs a barrier: OER being considered as a strategy
- Gaps in Access Remain, Despite No Costs to Students
 - Leverage multiple measures/remove barriers
 - More integrated supports for students
- Competition between higher education still exists
 - Parameters on floor and ceiling help but institutions still vie for enrollments

