

**TG™**

## With Great Challenges Come Great Opportunities:

### Promising Practices at Texas Community Colleges

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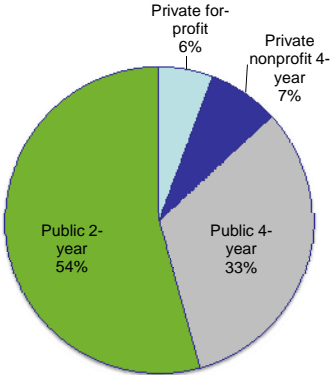
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**Introduction** **TG™**

### Enrollment by Sector, Texas Schools




Sector	Percentage
Public 2-year	54%
Public 4-year	33%
Private nonprofit 4-year	7%
Private for-profit	6%

Source: NPSAS:08

### Enrollment at Texas Community Colleges

- 54% of all undergraduates (NPSAS, 2008)
- 82% of all freshmen at public higher education institutions (SOSA, 2011)




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## Characteristics of Community Colleges TG™

**Access to higher education**


- Have open admission policies
- Serve a greater proportion of first generation students (NPSAS, 2008)
- Serve a greater proportion of lower income students (NPSAS, 2008)
- Serve a greater proportion of independent students (NPSAS, 2008)
- Have lower average tuition and fees compared to other higher education segments (IPEDS, 2009)

Tuition and Fees (2009-10)	Average
<b>Public 2-year</b>	<b>\$1,796</b>
Private for-profit	\$15,331
Public 4-year	\$5,623
Private nonprofit 4-year	\$17,769



## Role of Community Colleges TG™

- Educational needs
  - Personal enrichment
  - Basic skills
  - Transfer and non-transfer degree/certificate
  - Dual enrollment
- Workforce training
  - Licensure and certification
  - Job skills training
  - Community involvement



## Challenges Community Colleges Face TG™

- Increasing enrollment
- Adapting quickly to changing demands
  - Course availability
  - Technology assisted courses or materials

### Pearson Foundation Survey (February 2011)

- 1434 US residents enrolled in US community colleges surveyed in Fall 2010
- **1 in 5** students reported difficulty enrolling in courses they needed
- **32%** were unable to enroll in one or more classes

Fall 2005 Fall 2006 Fall 2007 Fall 2008 Fall 2009

— 2 year — 4 year

Source: THECB, 2009

## Challenges Community Colleges Face TG™

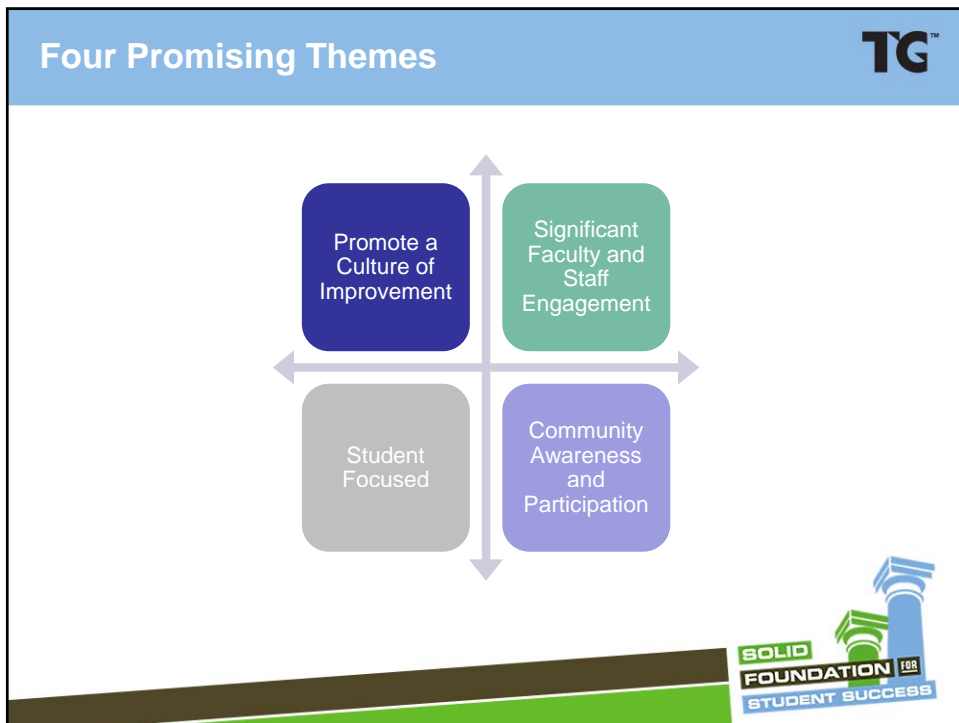
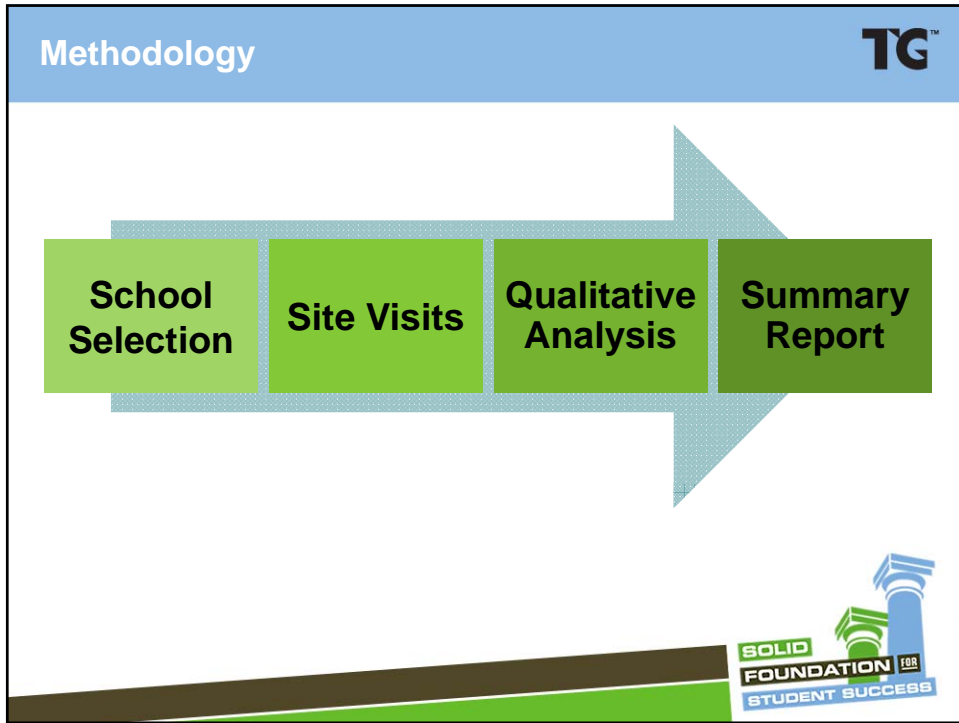
Risk factors for dropping out

- Age
- Working full time
- Part-time enrollment

### Attendance Pattern, Texas Schools

School Type	Full-time full-year	Part-time part-year
Public 2-year	18%	82%
Private for-profit	22%	78%
Public 4-year	54%	46%
Private nonprofit 4-year	61%	39%

Legend: Full-time full-year (light blue), Part-time part-year (purple)



## Promote a Culture of Improvement



- Readily identify where improvement is needed
  - Solicit feedback from students, faculty, and community
  - Conduct surveys
- Responsive Administration
  - Process improvement
  - Conduct annual assessments



## Work Together




- Coordination
  - Departments support each other
  - Cross-training
- New programs and services
  - Evaluate programs regularly
  - Use community and business feedback



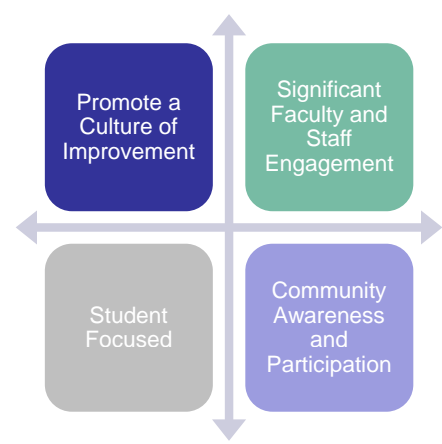
## Gather Data and Take Action TG™

- Data and Achieving The Dream
  - Make more informed decisions
  - Don't assume, go to the data
- Seek grant funds
  - ATD, Title V
  - Expand programs and services




The logo for the Solid Foundation for Student Success features a stylized blue and green building icon above the text "SOLID FOUNDATION FOR STUDENT SUCCESS".

## Four Promising Themes TG™



The diagram consists of four rounded rectangular boxes arranged in a 2x2 grid, connected by a central cross of double-headed arrows. The top-left box is dark blue and contains the text "Promote a Culture of Improvement". The top-right box is light green and contains "Significant Faculty and Staff Engagement". The bottom-left box is light grey and contains "Student Focused". The bottom-right box is purple and contains "Community Awareness and Participation".



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## Faculty and Staff are Engaged



- Attention to Attendance
  - Early warning system
  - Faculty take attendance
- Personal Touch
  - One-on-one interaction
  - Immense student support



## Faculty and Staff Are Supported




- Emphasis on Professional Development
  - Professional development is required
  - Money is available for professional development
  - Professional development is brought to campus
- Faculty are the core curriculum decision-makers
  - Curriculum committees
  - Faculty-initiated change



## Faculty and Staff Have a Voice

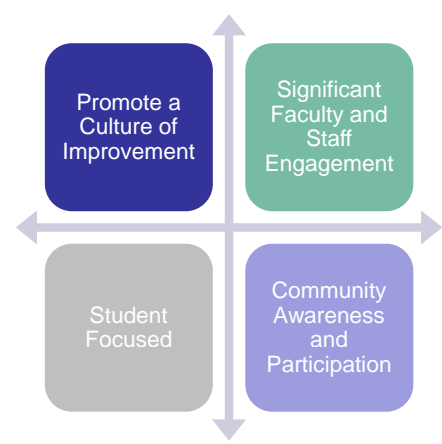
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- Communication
  - Combat lack of awareness
  - Empower and communicate with students
- Administration seeks feedback from faculty and staff
  - Open door policy
  - Focus groups




## Four Promising Themes

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Promote a Culture of Improvement	Significant Faculty and Staff Engagement
Student Focused	Community Awareness and Participation



## Individualized

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- Each student has his or her own goal
  - Customized degree plans
  - Encouraged to formalize future plans early on
- Personal touch
  - Faculty and staff help student meet his or her own goal
- Attention to attendance
  - Attendance is required and monitored
  - There are consequences for missing classes



## Student Empowerment


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- Social activities
- Easy process
  - Schools strive to streamline
  - Cross-training between departments
- Encourage and use student input
  - Faculty evaluations
  - Focus groups
  - Satisfaction surveys
- Many services and programs

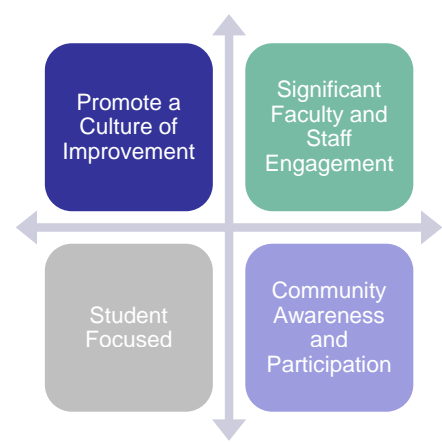



**Communication** **TG™**

- Repetition
- Wide variety of communication methods to reach the most students
  - Methods include the school’s website, emails, posted signs, newsletters, and even newer methods such as Facebook<sup>SM</sup> and texting
- One-stop shop
  - Cross-training between departments
  - Students can receive the help they need no matter who they go to



**Four Promising Themes** **TG™**





## Community Awareness



- Outreach to potential students
  - Dual enrollment
  - Visit high schools to increase awareness of higher education opportunities
  - Invite high school students explore the campus
- Community and social activities
  - Invite community members to explore the campus' offerings
  - Encourage student involvement



## Community Participation



- Support from potential employers
  - Job fairs, career days, internships
- Input from community members
  - Business members participate actively on campus committees (curriculum, internships, etc.)
  - Campus personnel participate actively in community activities



## Conclusion

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### Room for Improvement



- Address capacity issues in advance.
- Gather more key metrics to measure effectiveness.
- Tailor events towards student population of independent and working students.
- Increase outreach to alumni.



## Limitations

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- Sample is not representative of all Texas community colleges.
- Few faculty members participated in the interviews.
- Some programs mentioned were in their infancy and few outcomes measures were available.



## Conclusion- Promising Practices

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- Attitudes that embrace change from the top down
- Students treated as a partner in the educational experience rather than a product
- Faculty who serve dual roles as both an educator and a liaison to the community workforce
- Community colleges that bridge the gap between the needs of the employers and the population



## Questions?

This presentation is available for download at  
[www.tgslc.org/tgconference](http://www.tgslc.org/tgconference).



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