

# Short-Term Action Plan

## Pathways Institute #3

### Cadre 1

## Pathway Design II: Pathways to Transfer and Employment

**Institution Name: South Texas College**



### Part I: Reflecting on the Advance Work

**Instructions:** Use the time in team strategy session #1 to review and reflect on the findings in the advance work. Discuss and keep notes on the following questions.

Guiding Questions	College Responses to Guiding Questions
<ol style="list-style-type: none"> <li>1. <i>Based on the results of the CCRC self-assessment, where are you in implementing guided pathways?</i></li> <li>2. <i>What questions did you have difficulty answering?</i></li> <li>3. <i>In looking at the responses as a team, are there any answers you would change?</i></li> </ol>	<ol style="list-style-type: none"> <li>1. Mandatory advising for FTIC students; Mathways Project, Starfish</li> <li>2. Questions determined to be not at scale were the most difficult to answer.</li> <li>3. Add to next steps in 2a in that middle school students would receive advising/career exploration coaching.</li> </ol>
<ol style="list-style-type: none"> <li>4. <i>Referencing the exercise on mapping through programs into transfer and employment, how much of that information already existed for students and advisors?</i></li> <li>5. <i>Is transfer program information integrated with employment information?</i></li> <li>6. <i>If the information about transfer pathways and employment connections to programs is available, where can students find it?</i></li> <li>7. <i>Is the information clear and transparent for students and advisors?</i></li> <li>8. <i>At what point in their pathway progression are students directed to that information?</i></li> <li>9. <i>Who is responsible for updating and maintaining the transfer and employment information?</i></li> </ol>	<ol style="list-style-type: none"> <li>4. The mapping to employment was available through career coach. Some transfer maps existed but not all the programs were available and the information was not all in one location. Visuals had to be completely designed.</li> <li>5. Employment information is not integrated at this time, but it is expected to be added to the transfer page.</li> <li>6. University Relations and Transfer page and Career Services page</li> <li>7. The information is not as clear as it needs to be. Links are available but visuals would also help.</li> <li>8. Students are directed to the information at different points in their academic careers. There is no single, systemic process.</li> <li>9. Dr. Kelli Davis and Celinda Palacios</li> </ol>

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<b>Guiding Questions</b>	<b>College Responses to Guiding Questions</b>
<p>10. <i>Considering the transfer data as organized in the data template, what was most surprising to the team?</i></p> <p>11. <i>What gives you the most hope?</i></p> <p>12. <i>As an institution, where do you have to enhance and expand transfer relationships?</i></p> <p>13. <i>Have these data been shared with other institutional stakeholder groups? If not, who should review it? If so, what was the reaction?</i></p> <p>14. <i>Have these data been shared with your transfer partners? Should they be shared? Why or why not?</i></p>	<p>10. While the transfer with award rate was 63%, the completion of Bachelors within 6 years rate was only 12%. Since the college had excelled in the first area, we anticipated that more students would likely graduate with their Bachelors in that time.</p> <p>11. The connection between core complete and graduated with degree was very high.</p> <p>12. Focus needs to be placed upon not only developing transfer maps, but also strengthening transfer partnerships.</p> <p>13. Yes, the data has been shared with the transfer partners. We regularly share data with TAMUK.</p>

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**Part II: Identifying the Gaps that Still Exist in the Institution’s Transfer and Workforce Alignment Work**

**TO BE COMPLETED DURING COLLEGE TEAM STRATEGY SESSION #2 AT THE INSTITUTE**

**Instructions:** Based on the information collected in the advance work, analyze current practices regarding pathway alignment with transfer and workforce opportunities, as contrasted with the vision for where you would like the institution to be. Document the gaps in policies, practices and readily available, timely, and useful information for students and advisors.

<b>Current Practice</b>	<b>Aspirations</b>	<b>Existing Gaps (Policies, Practices and Available Information)</b>
Articulation Agreements Backwards Maps Career Coach	Develop specific maps for primary transfer partners and majors. Place all articulation agreements, transfer maps, and employment information in one centralized location on the website so students have easy access to it.  Explore Embedded Associates	Transfer maps are not comprehensive and Career Coach/employment data are not easily accessible.
Some programs – specifically workforce and NAH – have advisory boards and hands-on experiences for students through capstones, internships, service learning projects, etc.	Deepen communication with transfer partners and business sector, hosting a meeting with UTRGV to discuss aspirations and pathways project.  Consider methods of incorporating alternate hands-on experience into academic programs.	Lack of communication with transfer partners on employment opportunities and aligned with business sector needs.
Dual credit advising differs from that of the traditional students.	Develop a comprehensive onboarding process and produces, and better integrate student services into dual credit. Incorporate pathways into dual credit.	Lack of systemic and unified onboarding/advising processes

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**Part III: Strategies for Closing the Gaps that Still Exist**



**TO BE INITIATED DURING COLLEGE TEAM STRATEGY SESSION #3 AND AUGMENTED WITH OTHER COLLEGE PERSONNEL**

**Instructions:** Based on the advance work and the gaps identified in team session #2, identify concrete action steps, create a timeline for moving forward, and identify responsible parties to take the next steps in implementation. This planning should be started in team session #3 and completed with stakeholders at your institution. **Once you complete the exercise with your broader pathways team at your institution, submit to Raquel Garza by December 8, 2017**

Action Steps	Timeline	Responsible Parties	Anticipated Challenges
Plan and host a transfer summit with UTRGV and TAMUK (possibly)*	February 2018	Mario Morin, Dr. Kelli Davis, and Dr. Esmaeili, Dr. Laura Sanchez, and Dr. Reed	In order to develop the partnership, there must be something in it for the other institution as well. Complete some alternative data analysis.
Host an employers' summit	Summer 2018	Celinda Palacios	
Develop Transfer Maps	Spring 2018	Dr. Kelli Davis and Celinda Palacios	
Comprehensive Onboarding for Pathways (Advising, Orientation)	Fall 2019 (full implementation)	Tony Matamoros, Dr. Nancy Garcia, Sophia Pena and Isaac Garza, Dr. Maricela Silva	Curricular challenges
Develop an Evaluation Plan for Project Pathways Implementation	Spring 2018	Dr. Laura Sanchez, Darci Cather, and Dr. Murad Odeh	
Plan and host a community engagement conversation	Fall 2018	Dr. Laura Sanchez and Dr. Maricela Silva	

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Develop marketing materials on Pathways (to be reviewed by students)	TBD	Daniel Ramirez	
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\*Baseline data – UTRGV compared to STC transfer students by individual program. – Request and compile data for use in Feb. transfer summit.

**Part IV: Reflections on Work Thus Far and Outlining Next Steps**

**TO BE INITIATED DURING COLLEGE TEAM STRATEGY SESSION #4 AND AUGMENTED WITH OTHER COLLEGE PERSONNEL**

**Instructions:** Reflect on your institution’s OVERALL work in conjunction with the three Pathways Institutes to date and answer the following questions. Complete the exercise with the broader pathways team at your institution and submit to Raquel Garza by **December 8, 2017**.

Reflection Questions	College Responses
<i>What was your institution’s vision for the pathways project when you were accepted into cadre 1 in 2016?</i>	We wanted to be the leading edge of change in order to shape how the pathways are developed. We wanted to ensure we are up to the challenge and that we are doing it right and that the pathways align to our mission.
<i>Outline your major pathways accomplishments over the last 12 months.</i>	Mandatory FTIC Advising and Faculty Advising Starfish Development of Program Clusters for review by individual programs Communication on the Pathways Project and Creating Buy-In
<i>What gaps still exist? Do you have a plan to address them?</i>	Continue to communicate Pathways Project to the college and with both internal and external stakeholders

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Reflection Questions	College Responses
<i>What remaining challenges are most daunting?</i>	Constructing the metamajors while we are also assembling the transfer maps Conversations about recommending certain courses over others. Integration of Pathways into dual credit Incorporation of recommended pathways into catalogue
<i>How have you celebrated your institution's short-term wins? With your pathways team? With the broader institutional stakeholders?</i>	Wrap-up semester pathways meeting with breakfast provided
<b>REQUIRED:</b> <i>Please describe needed technical assistance and/or professional development to support the college's work on the connections to transfer institutions and employment.</i>	PR website Design technical plan for where program cluster will be logged (DegreeWorks) Banner 9 – Development of approval process for exceptions if system does not allow students to automatically enroll in course outside of their degree plan Bring cluster families together (Spring) Intercluster conversations to occur during CWPD afternoon (Fall 2018) Strategize to align AA/AS to workforce, industry, and employment