



SOUTH TEXAS
COLLEGE

PATHWAYS PROJECT

A CLEAR PATH TO STUDENT SUCCESS

Friday, December 9, 2016

Presenters:

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Overview

- Historical Background
 - *Higher Education Major Movements*
 - *From Access to Success*
- Data Dive
 - *Good, Bad, and Ugly*
- Texas Pathway Project
 - *Timeline and Activities*



Historical Background

■ Community College Model

- President Truman Commission's Report, **Higher Education for American Democracy** published in 1947
- **Creation of Community-Based Colleges**
 - *In 1950s there were 400 junior colleges*
 - *By 1960s more than 900. Today over 1,200*

■ Expansion of Access

- Enrollment
- *From 2.2 million in 1960 to over 10 million in 2010*
 - *(1/2 of the undergraduate population in the US)*



Education Reform Agenda



- Reform Agenda for Higher Education Sector Began in 1990s

- Campus Security Act (1990) with Student Right to Know

Request by Education Department for Colleges who wanted to participate in the Financial Aid required to submit performance data including graduation rates.

- Graduation rates were published in 1995

- Community Colleges had below 20% graduation rates.

Why the Shift ?

Access and Success

- Graduation Rates
- Need for College **Educated Workforce**
- Student Expectation to Earn a **Bachelor Degree**
- **Higher Cost** of Educator–Steep Increase in Tuition
- **Decreasing Funds** from Federal, State, and Local Government
- **Decrease in International Ranking**
 - *US ranks 12th among nations in 25 to 34 years olds with degrees*

National and State Initiatives

Improve Student Performance
1990 - 2000

■ Infusion of Funds to Improve Student Outcomes

- *Federal Government Grants*
- *State Governments*
- *Foundations*



National and State Expectations

- **In 2000:** Texas Higher Education Coordinating Board; *Closing the Gap by 2015*
- **In 2008:** President Obama – **20 million graduates by 2020** Increase the U.S. College Degree Attainment Rate from 40 to 60%
 - *5 million for Community Colleges*
- **In 2015:** State of Texas Expectations – **60 x 30**
 - *60% of 25-34 years old will earn a degree by 2030*
 - *Currently less than 30%*



60x30TX

Initiatives - Improving Completion

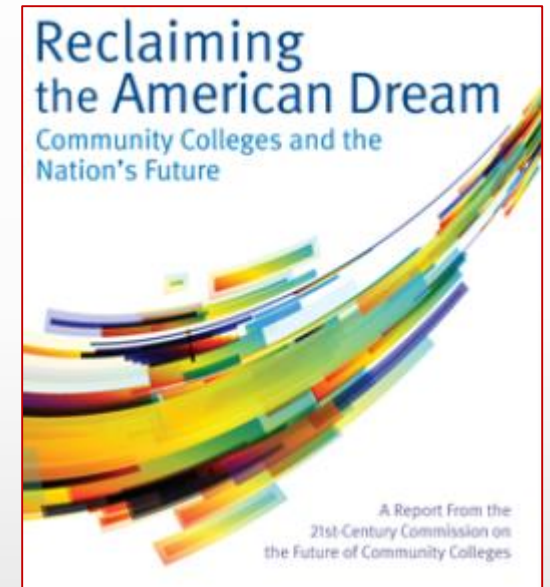


■ American Association of Community Colleges

- *Community College Research Center (CCRC - 1996)*
- *CCRC strategically assesses the problems and performance of community colleges in order to contribute to the development of practice and policy that expands access to higher education and promotes success for all students.*

■ Reclaiming the American Dream

- *Community Colleges and Nation's Future (2012)*



Initiatives - Improving Completion



FORD
FOUNDATION

- **Bridge to Opportunities** – Ford Foundation
- **Achieving the Dream – 2004** – Lumina Foundation
 - *Increase Persistence*
 - *Graduation Rates*
 - *Degree Completion*
 - *Developmental Education*



- **Achieving the Dream 5 Year Report;**
 - *Result: limited impact on student outcomes*



Initiatives Improving Completion



Graduate **On Time**

■ Graduate on Time (GOT) Program – 2011

- *Targeted Full-Time, FTIC, Degree-Seeking, and College-Ready Students*
- *Provided Academic Support, Advising, Coaching, and On-Campus Work Opportunities*
 - Graduation Coaches
 - Faculty Advisors for the Major
 - Use of Technology: Student Portal

■ Outcome

- *Did not impact Graduation Rates*



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DESIGN MOVEMENT

DESIGN Effect



■ ACCESS

- Community Colleges were designed in 1950s to meet the goals of low-cost access to higher education

■ Outcome

- *Great Success in increasing Access*
- *Enrollment: From 2.2 million to 10 million*
- *Perfect Design for Access Agenda*

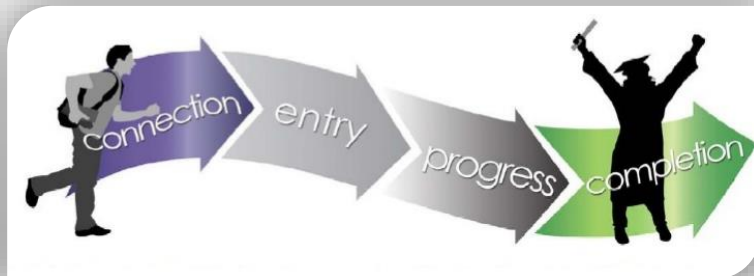
■ Problem

- *Out of every 10 students who enter only 4 graduate with a degree in 6 years.*

Design Movement

2010 - Forward

- Completion by Design 2012
- Texas Completes - 2012
 - *STC selected as part of Texas Cadre*
 - *Strategies:*
 - *Take critical look at student pathways at various stages: Connection, Entry, Progress, & Completion*
 - ***Implement Degree Progress Meter and Degree Works***



Texas Pathways Project

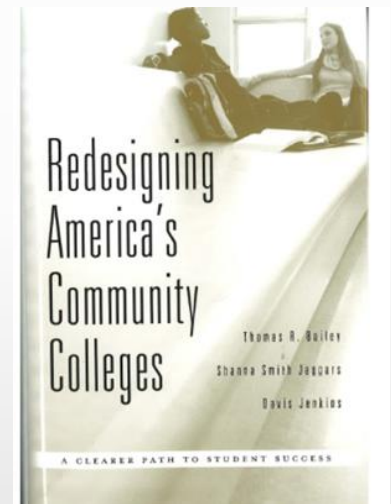


Purpose

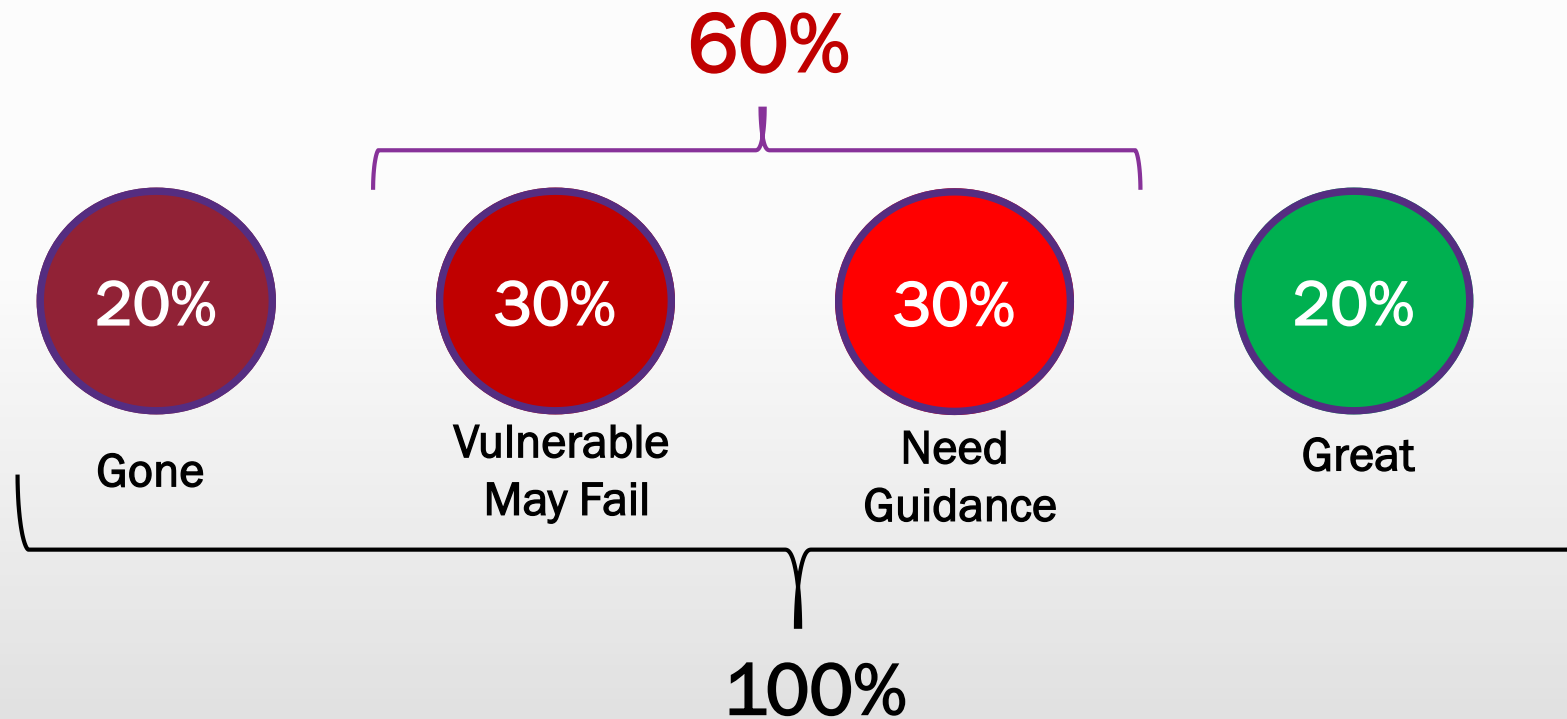
- ❖ A statewide strategy to design and implement **structured academic and career pathways**, at scale, for all students
- ❖ A multiple year project that will **involve all 50 Texas community colleges**

Selection

- *South Texas College* was selected to be part of
- **Cadre 1 - 12 Leader Colleges**
- **Cadre 2 - up to 25 colleges**
- **Cadre 3 - remaining colleges (13 +)**



Why Guided Pathways?



STC's Timeline of Activities

Activity	Date
• Invitation to apply to be part of Texas Pathways Project	May 2016
• Texas Pathways Project Application Completed	June 2016
• Official Acceptance Memo into Texas Pathways Project - Cohort 1	July 2016
• Informational Memo to Team Leads	August 2016
• Pathways Introduction to Faculty Leaders at STLA for Chairs	August 5, 2016
• Pathways Introduction to all Faculty at Academic Affairs Convocation	August 22, 2016
• Pathways Announcement at College-Wide Professional Development Day	September 23, 2016
• Pre-Institute Core Team Meetings	September 29 and October 6, 2016
• Texas Pathways Institute	November 2-4, 2016
• Post-Institute Core Team Meetings	November 10 and 22, 2016
• End of Semester Pathways Update Meeting	December 9, 2016



DATA DIVE: GOOD, BAD, AND UGLY

Serkan Celtek, Director of Research and Analytical Services

24%

Percent of 2016 high school graduates with dual participation who enrolled to STC in Fall 2016.

Dual Matriculation

Was also 24% in Fall 2011.

In Fall 2015:

- 23% enrolled at STC
- 32% enrolled at other institutions nationwide
- 45% did not enroll anywhere

STC to UTPA/UTRGV

75% of academic year 2014-2015 UTPA graduates (undergraduate and graduate awards) had prior STC enrollment.

64% of UTRGV Fall 2015 total undergraduate enrollment had prior STC enrollment.

42% of them participated in STC Dual Credit Enrollment.

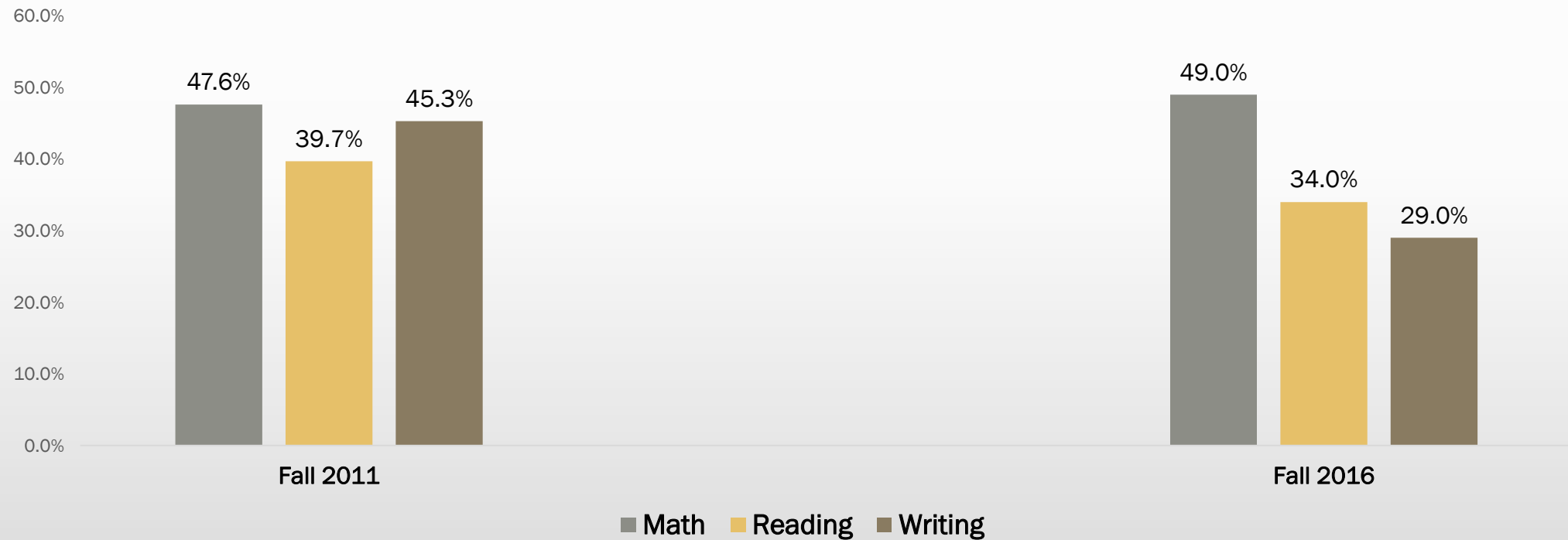
6.4% of Fall 2015 UTRGV Entering Freshman had received an AA or AS degree while previously participating in STC Dual Credit Enrollment.

60%

Percent of Fall 2016 First Time In College students who are enrolled in developmental education.

Academically Disadvantaged

Did Not Meet Standard



15.9%; 26.7%; 27.9%

Percent of Fall 2011 FTICs **below** state readiness standards who completed a college level course, in **Math, Reading, and Writing**, respectively, within three years.

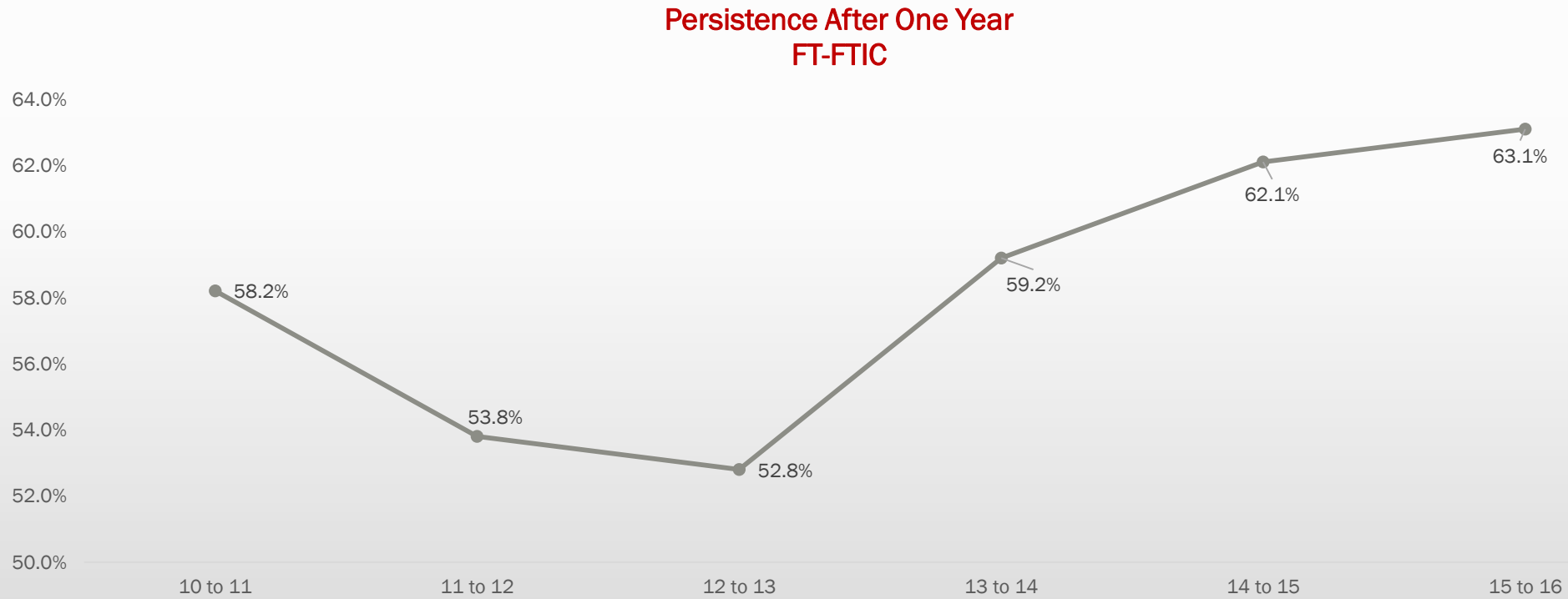
63.1%

Percent of Fall 2015 Full Time First Time In College students who persisted to Fall 2016.

7,292

Fall 2015 traditional students who did not graduate and did not return in Fall 2016.

Persistence After One Year

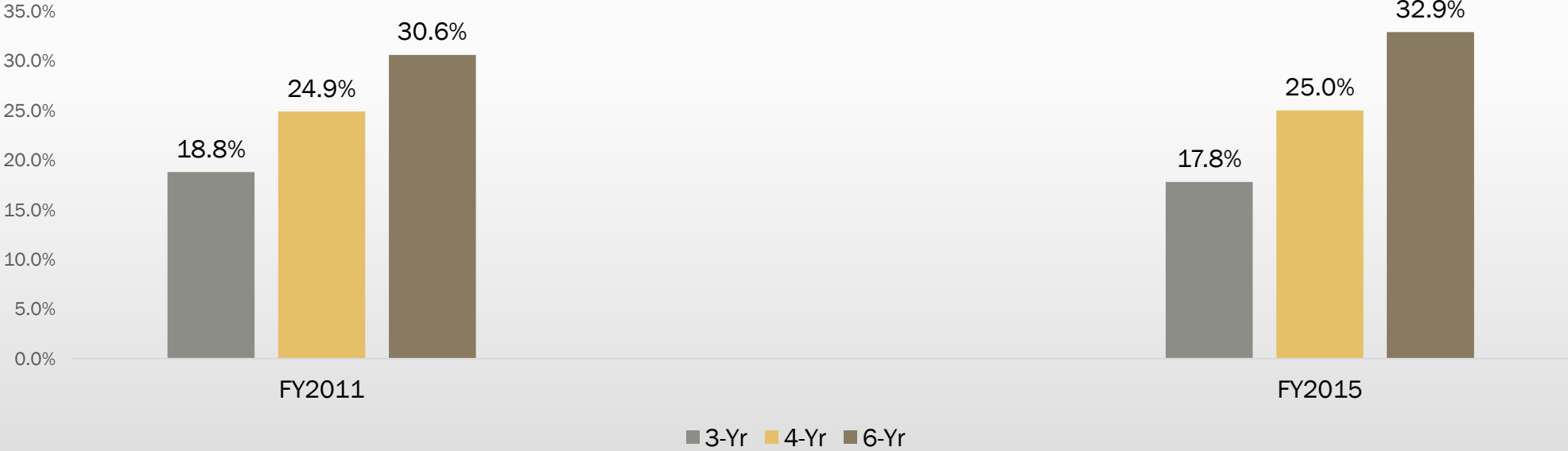


17.8%

Percent of First Time In College students who started full time in Fall 2012 and graduated in 3 years.

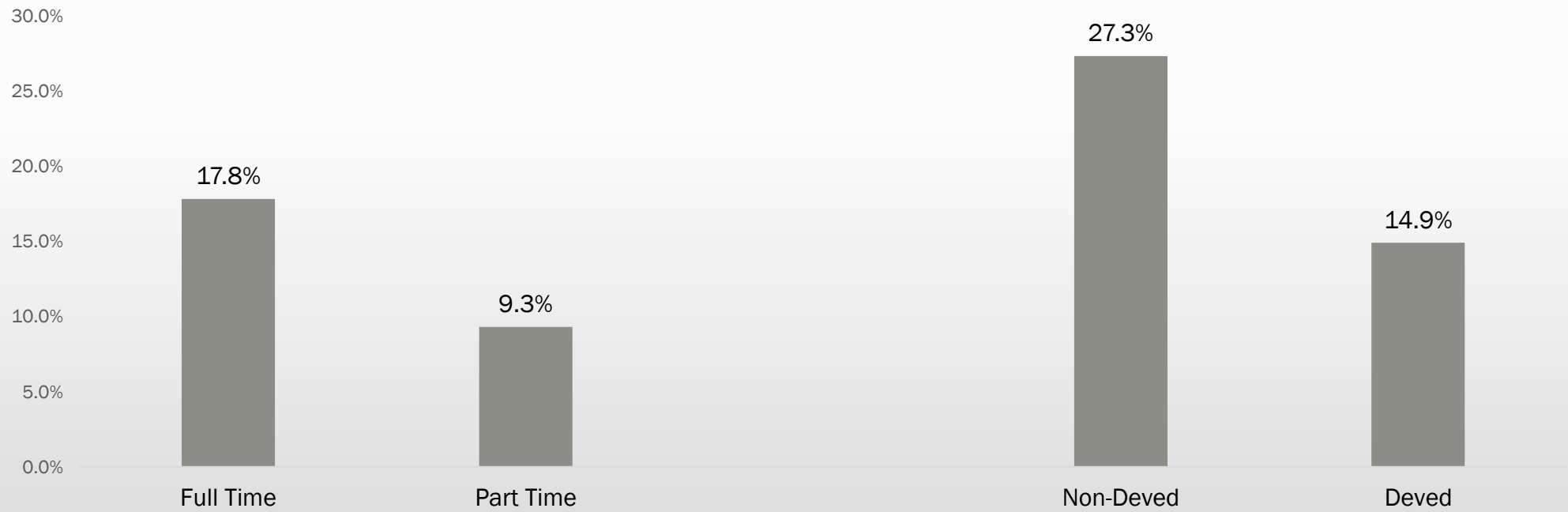
Graduation Rate

Graduation Rates FT-FTIC



More Graduation Rates

3-Year Graduation Rates (FY2015)



21.3%

Percent of Fall 2009 First Time In College students who did not complete at STC but transferred to a four-year institution within 6 years (through FY2015).

Transfer, Completion, and Persistence

Fall 2009 First Time In College students through FY2015:

- *47.2% have graduated or are still enrolled.*
- *21.3% have transferred.*
- *31.5% are not in higher education any more and are without a credential.*

84 and 4.1

84 hours = Average semester credit hours to associate degree.

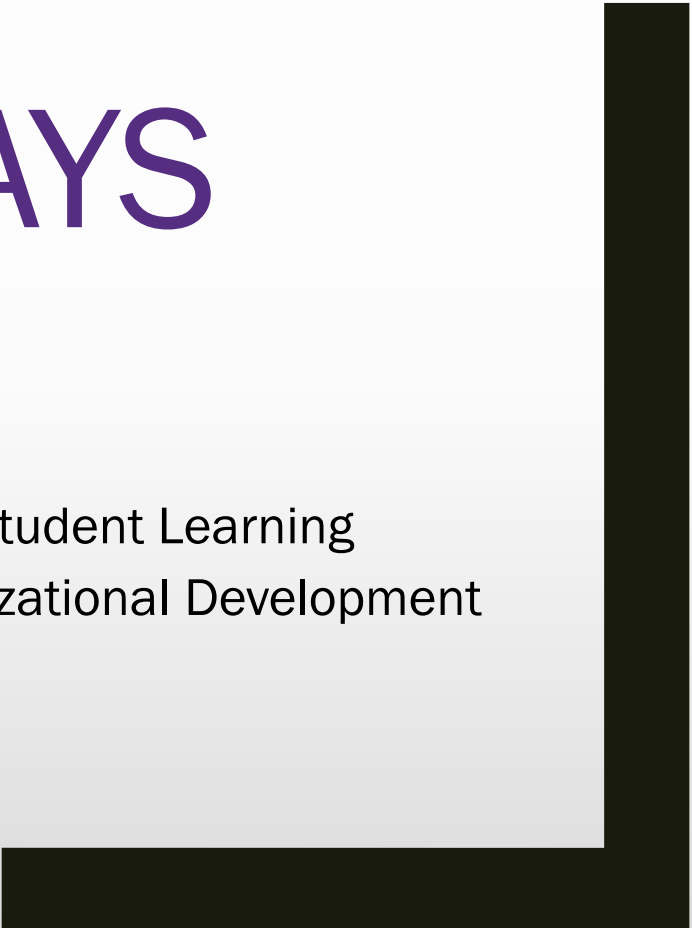
4.1 years = Average time to associate degree.



TEXAS PATHWAYS PROJECT

Dr. Kristina Wilson, Associate Dean for Curriculum & Student Learning

Dr. Lee H. Grimes, Associate Dean for Professional & Organizational Development



Today – Texas Pathways Project

- Lead by the Texas Success Center
- Based on AACCC's Pathways Project
- Designed to contribute to the state's 60x30 plan
- STC is one of 12 colleges chosen as Cadre 1



A Systems Approach

The Texas Pathways Model is an...

- **Integrated, system-wide approach** to student success
- Based on **intentionally designed, clear, coherent and structured educational experiences**,
- Informed by available evidence,
- That guide each student effectively and efficiently from the selection of their **high school degree program** to her/his point of postsecondary entry through **to attainment of high-quality credentials** and careers with value in the labor market.

Essential Practices

1. Clarify paths to student end goals
2. Help students choose and **enter a pathway**
3. Help students **stay on a path**
4. Ensure that **students are learning**



Collaboration

- Texas community colleges **take the lead** to ensure that students earn post-secondary credentials
- Must **actively engage** public school and 4-year institutional partners
- Must **review the alignment of programs and services** with high school degree programs (HB5 endorsements), meta-majors, efficient transfer opportunities
- Project also includes state and institutional **policy strategies**

Pathways Institute Series

- **6 institutes**, every fall and spring through Spring 2019
- Each institute will focus on a critical aspect of institutional change, pathway design, and implementation
- Each will require advance work
- Each will result in action plans

Cadres

- **Cadre 1 – 12 Colleges**
 - *South Texas College, Austin CC, Dallas CCCD, Brazosport College, Lone Star College System, Southwest Texas Jr. College, Houston CC System, McLennan CC, Temple College, Amarillo College, Grayson College, Midland College*
 - *The 12 colleges collectively serve 45% of community college students in Texas*
- **Cadre 2 – up to 25 colleges**
- **Cadre 3 – remaining colleges (13 +)**



Pathways Institute # 1

- November 2-4, 2016 in Bastrop, TX
- **11 participants from STC**
 - 3 faculty representatives
 - 2 instructional administrators
 - 1 student support/student services representative
 - 1 transfer/articulation representative
 - 1 dual credit representative
 - 1 institutional research representative
 - 2 team facilitators

Pathways Institute # 1: Pre-Work

1. Required Readings

- *“Redesigning America’s Community Colleges,” – Bailey, Jaggars, & Jenkins*
- *“Guided Pathways Demystified” – Dr. Rob Johnstone*
- *“Texas Pathways Model” & “The Movement Toward Pathways”*

2. Scale of Adoption Assessment Tool

- Identifying how STC currently implements the Essential Practices and identifying strategies for improvement or scaling-up

Pathways Institute # 1: Pre-Work

3. Key Performance Indicator Reporting

- **Early Momentum KPIs**
(number of credits earned in 1st term and year 1)
- **Completion & Persistence KPIs**
(gateway math & English completion in year 1, persistence from term 1 to term 2, college credits completed & attempted, average time and SCH to Associate degrees)
- **Student Demographics**

Pathways Institute # 1: Pre-Work

4. Short-Term Action Plan – Part I

- Identifying concerns within student KPI data
- Reviewing current practices and identifying important next steps
- Identifying institutional assets & strengths, successes that can help us build momentum
- Identifying sense of urgency; who are our stakeholders and how do we communicate urgency?



Pathways Institute # 1: Agenda

Keynote Speakers and Panels

- Dr. Cynthia Ferrell, Texas Success Center
- Dr. Kay McClenney, AACC
- Dr. Rob Johnstone, National Center for Inquiry & Improvement
- Dr. Davis Jenkins, Community College Research Center (CCRC)
- Representatives from Alamo Colleges, San Jacinto Colleges, El Paso CC, Dana Center, and others



Pathways Institute # 1: Team Time Activities

Short Term Action Plan – Part II

1. Institutional Case Statement

- *Developing a statement that describes the evidence and experiences that convince us that it is urgent and important to implement guided pathways at scale for all students*

2. Pre-Mortem Analysis

- *Identifying factors that would cause our failure to implement guided pathways at scale*



Pathways Institute # 1: Team Time Activities

Short Term Action Plan – Part II

3. Making Sense and Moving Forward

- *Discussion of ideas presented during Institute sessions, identifying relevant ideas/insights and how STC's approaches can be modified*

4. Action Planning & Next Steps

- *Identifying overall priorities, our engagement strategy, professional development/technical assistance needed, and developing a plan.*

Initial Priorities Identified

1. **Conduct research on “meta-major” models** at other institutions to identify elements that can meet the needs of STC.
2. Begin **“backwards” curriculum mapping** by starting with top transfer programs; focus on universities that students are most likely to transfer to (UT-RGV & TAMUK).

Initial Priorities Identified

3. **Restructure course offering at the high schools**; offer dual credit opportunities only in terms of program pathways.
4. Continue to provide opportunities for **accelerated remediation** to students who are not college ready.
5. Offer **multiple math pathways** and accelerate access to pathways: Contemporary Math, Statistics, and Algebra.



Initial Priorities Identified

6. Implement **mandatory advising** for FTIC students.
7. Discuss pathways with external stakeholders at the **Summit on College Readiness**.
8. Host a **Pathways-Themed CWPOD Day** for the Academic Affairs division in February 2017.

Next Steps:

- **Complete Pre-Institute II Homework:**
 - Program Map Template
 - Program-level Data: Enrollment and Graduates
 - Short-Term Action Plan
 - Enrollment/Graduate Analysis by Program – Launching the Work

Next Steps:

Establish Work Groups around each Essential Practice

- 4 Representative Teams
- 10 member teams
- Bi-Monthly Meetings in Spring Semester

Essential Practices for Guided Pathways

1. Clarify Paths to Student End Goals:

- Simplify students' choices by providing default **program maps**;
- Develop **transfer pathways** by aligning pathway courses with expected learning outcomes with transfer institutions;
- Align **high school pathways** (endorsements), including dual credit courses and student learning outcomes, with community college certificates and degree programs.

Essential Practices for Guided Pathways

2. Help Students Choose and Enter a Pathway:

- Bridge **K-12 to higher education** through early remediation in the final year of high school;
- Redesign traditional remediation as on “**on-ramp**” to a **program of study**;
- Provide **accelerated remediation** to help unprepared students succeed in college-level courses.

Essential Practices for Guided Pathways

3. Help Students Stay on Pathway:

- Support students through a strong **advising** process;
- Embed **academic and non-academic** supports throughout the students' program to improve student learning and persistence.



Essential Practices for Guided Pathways

4. Ensure that Students are Learning:

- Establish program-level **learning outcomes** aligned with the objectives for successful employment and further education;
- Integrate **group projects, internships, and other applied learning experiences** to enhance instruction and student success;
- Ensure incorporation of **effective teaching practices** that promotes student engagement.

College-Wide Professional Development Day

Activities

- Academic Affairs will hold a **Pathways – Themed** Division Meeting on **Friday, February 10th** for its College-Wide Professional and Organizational Development Day Activities
 - A broad-scale discussion will be held in the morning with Dr. Rob Johnstone surrounding institutional-level data
 - Faculty will discuss program-level data in afternoon department meetings

Communication Plan

- **Website Development**
 - *Meeting Recaps*
 - *All Institute Homework*
 - *Resources, etc*
- **Communication from Core Team and Work Group Team Representatives**
- **Regular Semester Updates**

