# Guided Pathways Strategy Planning: Organizing, Operationalizing, and Measuring Success

November 2019

# Learning Outcomes

Participants will learn:

- ✓ The benefits of developing a comprehensive plan for their guided pathways work

- ✓ The advantages of creating a consistent institutional pathways team

- ✓ The value of aligning key metrics to initiative implementation timelines for better tracking/monitoring

# About LSC

- 87,000 credit students each semester, total enrollment of more than 99,000 (credit and non-credit).

- One of the fastest-growing college systems in U.S.

- Added 28,812 students fall 2009 to fall 2019, a 49% increase.

- 11 school districts, 1,400 square miles, population of 2 million.

- Seven colleges, eight centers, two university centers.

- 7,700+ employees (part-time and full-time).

# Pathways at Lone Star College: The History
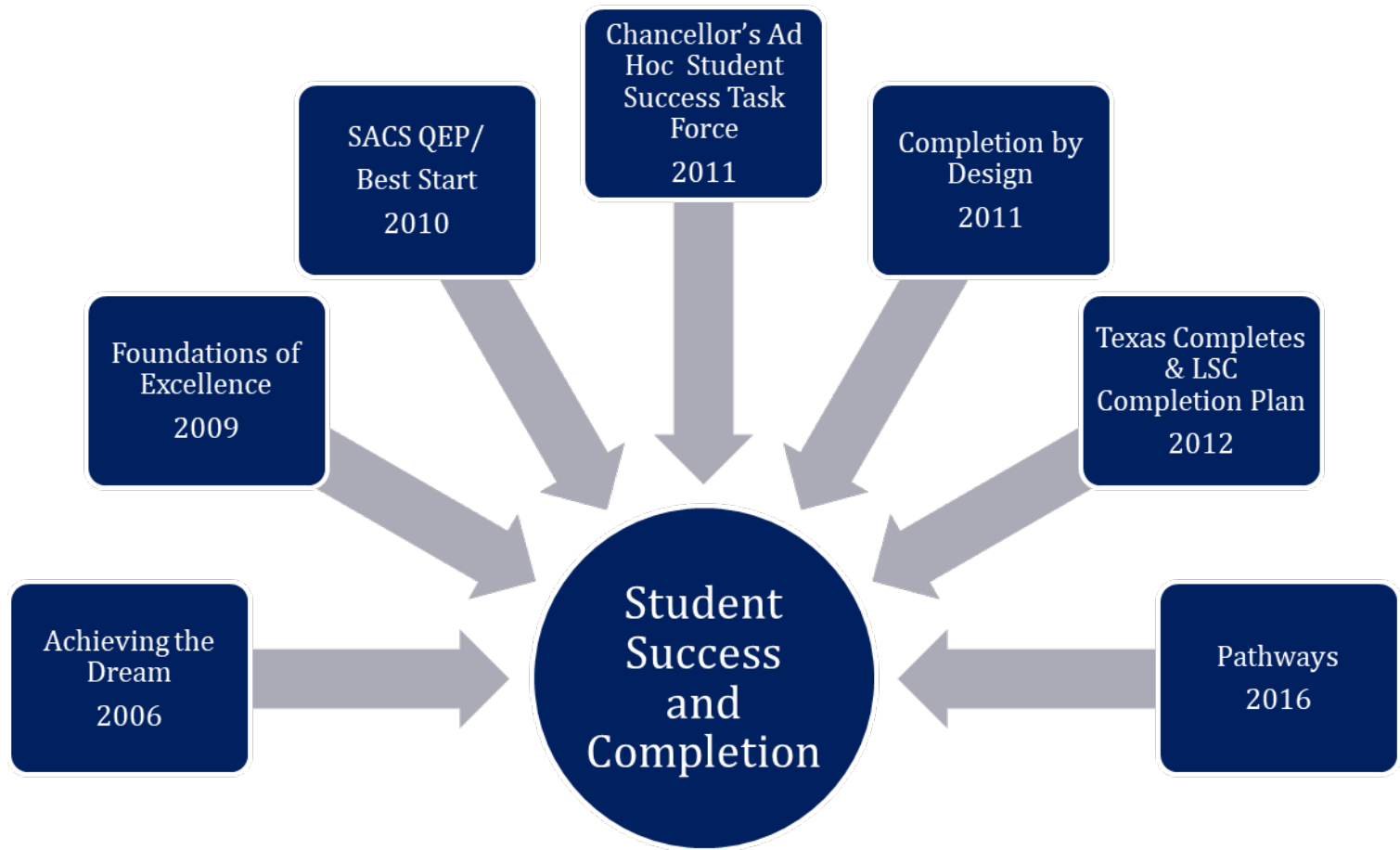
# Pathways at Lone Star College: The Beginning

Short-Term Action Plan
Pathways Institute #3
Cadre 1
Pathway Design II: Pathways to Transfer and Employment

Institution Name: Lone Star College

## Part III: Strategies for Closing the Gaps that Still Exist
### Our 60×30TX Plan

**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 |
|---|---|---|---|
| Complete next round of engagement<br><br>1. Distribute handout with a glossary of consistent terms and the action plan table synthesized with next steps<br>2. Create a Pathways Steering Committee with working groups (AOS, mid-management of Advising, etc.) and/or task forces as necessary<br><br>**Membership:**<br>EVC<br>Presidents x2 (Riley and Ardalan)<br>VPI x2 – Kathy and Laura<br>VPSS x2 – Michael and Darrin<br>AVC x4 – Mike, Linda, Jamie, LSC-Online<br>Faculty Rep x3 – must represent FSP, workforce, and academic (Janeu, Kim, Rebecca)<br>Advising Rep x3 – workforce, online, and general | *Update to stakeholders and finalize membership<br><br>December 2017* | *All Institute participants<br><br>Pathways Steering Committee* | *Ensuring timely completion given the time of year<br><br>Ensuring consistent messaging* |

*Institute #3*

# Pathways at Lone Star College: The Beginning

Texas Success Center

**Institution Name: Lone Star College**

OUR **60×30TX** PLAN
**For Early Academic Success**

Institute #4

| ACTION PLANNING Priority/Strategy | Goal(s) | Activities/ Tasks | Responsible Person(s) | Timeline | | Resources | Potential Issues or Concerns |
|---|---|---|---|---|---|---|---|
| Identify top priorities for next steps in the work | Based on these priorities, name specific desired student outcomes | List steps required to accomplish these priorities | Who will assume leadership responsibility? | Implementation date | Formative evaluation date | What resources (time, people, facilities, and money) need to be allocated/reallocated? | What challenges do you anticipate? |
| 1.Develop a comprehensive co-req training plan for part-time and full-time faculty/staff | That all stakeholders are prepared for the co-req Fall 2018 launch | 1. Identify funding for training 2. Develop a training plan that outlines outcomes, who will do the training, timeline for the training, etc. 3. Implement the training | VC Academics Ex Dir Dev Ed and Curriculum Management | Summer 2018 (ongoing) | Fall 2018 | Funding for training Identified trainers for faculty and staff at SO and the campuses | Ensuring consistency across the college system |

This planning tool was adapted for Texas community colleges by the Texas Success Center from a template developed by the Community College Research Center and the American Association of Community Colleges' Pathways Project.

# Pathways at Lone Star College: The Beginning

Our 60X30TX Plan to Support Students on their Pathway

**PRIORITIES**

| Next Steps | By Whom | By When |
|---|---|---|
| Implement Advising Task Force Recommendations | Advising Task Force | Fall 2018 phased implementation begins |
| Implement Technology Task Force Recommendations | Technology Task Force | Fall 2019 registration implementation begins (April 2019) |
| Begin documenting/developing how LSC supports students in their basic needs (showers, laundry, resource guide, CARE kiosk, connectors to resources) | Quentin Wright to develop a CARE Task Force of cross functional reps to include faculty, counselors, CIS, external partners, advisors, students, FA, and Student Financials, Student Life, etc.) | Spring 2019 |
| Create a subgroup from the Pathways Steering Committee to develop a communication plan – should include each representation of various groups (deans, VPI, VPSS, faculty, administrators, etc.) | Institute 5 Attendees --Provide an update --Develop an update that is organized around the 4 items for the AACC Pathways Project OR the Connection, Entry, Progress, Completion framework | Before Winter Break so it can be delivered by January in service |

These Texas Pathways competencies are adapted for Texas community colleges by the Texas Success Center fr[...] nd CCRC Scale of Adoption Assessment and Readiness Assessment.          10

Texas Success Center

Texas Pathways

| | | |
|---|---|---|
| | --Need a consistent written pathways project plan that is hung on the AACC Pathways Project framework --Need a consistent pathways report with common messaging (perhaps monthly) --Include who should receive the messaging (which committees/groups) | |
| Financial education (needs to be engaging and technologically supported) | Student Success Course Advisory Committee, Brian Mullens and FYE team (must be reviewed by a focus group of students) | Spring 2019 To roll out by April financial literacy month |
| Review orientation and provide continuous information to students throughout the semester "just in time" for when they need it | New Student Committee Orientation committee, student focus groups, faculty, and advisors | Spring 2019 – to be in place before Fall 2019 registration opens in April 2019 |
| Develop a dual credit/early college program evaluation that includes how students enter and progress through their pathway | VC Academics Dual Credit Council | Summer 2019 |
| Ensure that AEL program transition from Continuing Education to Credit programs is clear for students | Ex Dir Career and Technical Education/Continuing Education, AVC Workforce Education | Spring 2019  (HAVE LINDA PROVIDE UPDATE AT STEERING COMMITTEE MEETING) – NEED TO ADDRESS THE PAPER FILE ISSUE AND THE PATHWAY TRANSITION |

Institute #5

# Influencing Forces

- Legislative changes (ex: dual credit pathways and FAFSA campaigns)

- 60x30TX completion work for transfer, K-12 to college transition, and a skilled workforce

- Achieving the Dream coaches' visit and the ICAT survey

- Houston Guided Pathways to Success and Fields of Study

- Bachelor degrees
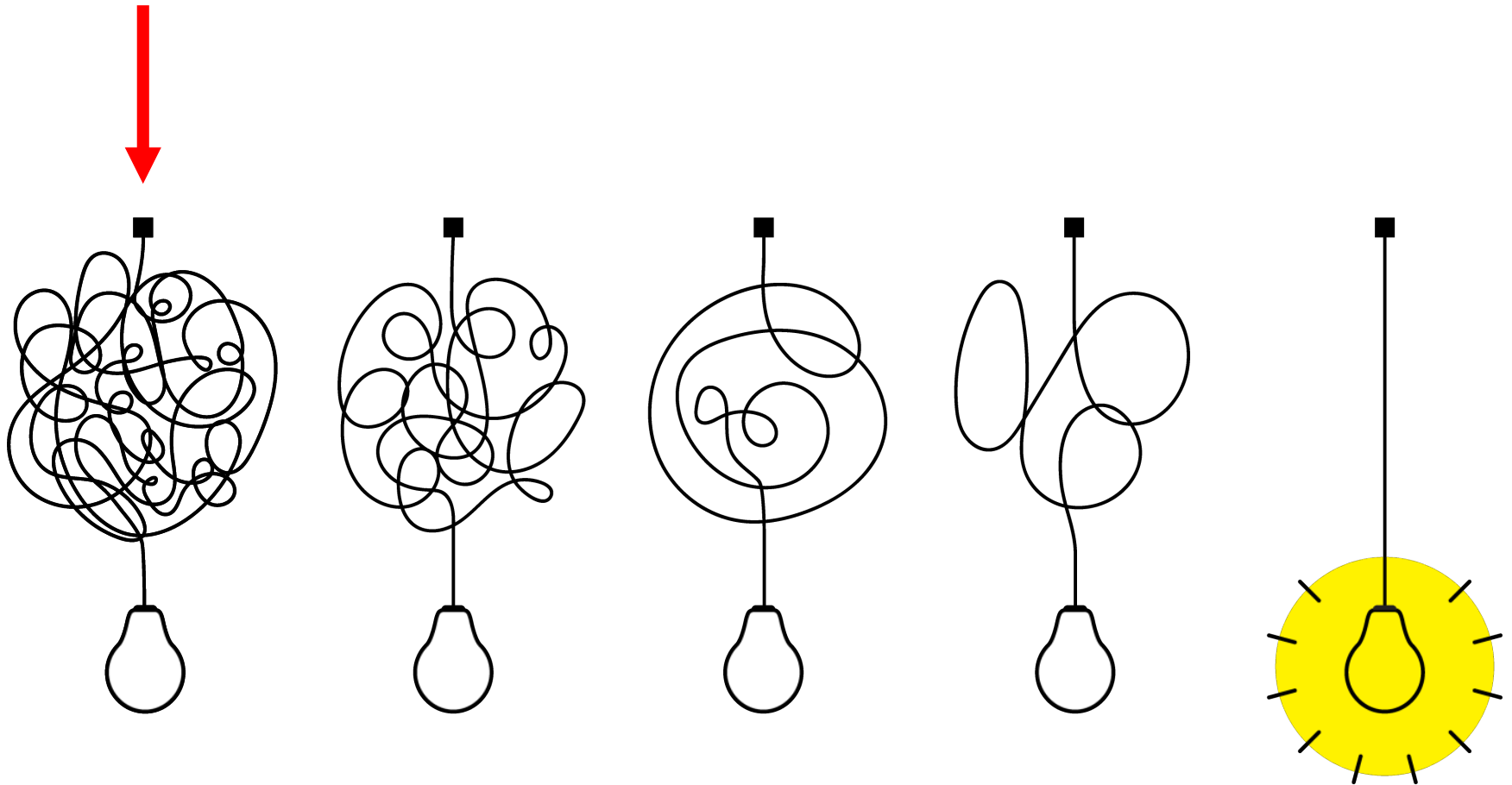
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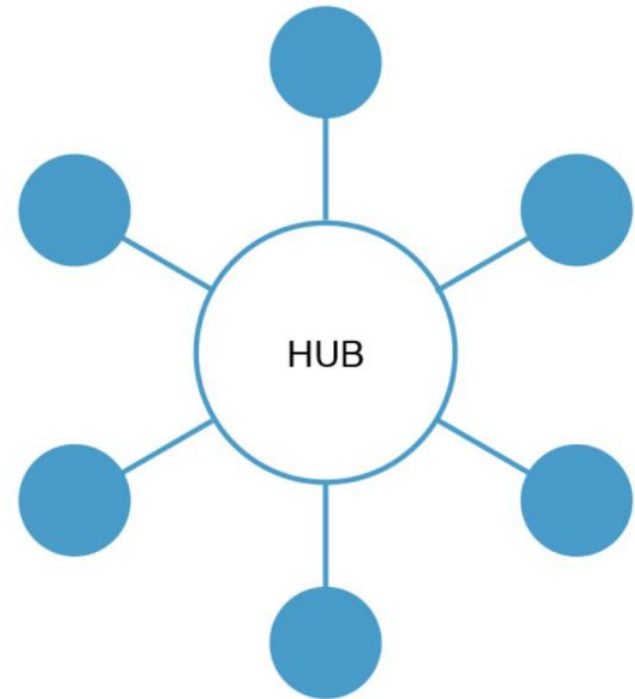
-Antoine de Saint-Exupery

## Our Goal:

To reduce the time to degree to 2.0 years

To reduce the achieved student credit hours to 60 credits for a 60 credit hour degree

# Highlights of the Work

- One steering committee

- One institute team

- Four task forces

# Developing the Framework

Step 1: Laying the foundation:

    A.   Agreeing on 8 Areas of Study

    B.   Developing plans that incorporated the REAL requirements for student pathways

# Developing the Framework

Step 2: Creating Task Forces to divide the work and expand the reach

    A. Advising Task Force

    B. Technology Task Force

    C. CARE Task Force

    D. Financial Literacy Task Force

# Academic Advising Model
## 2019-2020

| | FTIC MILESTONE | 15 HOUR MILESTONE | 30 HOUR MILESTONE | 45 HOUR MILESTONE | 60 HOUR MILESTONE |
|---|---|---|---|---|---|
| **Semester Advisor Assignment** | EDUC 1300 Advisor after ODR | AOS Advisor after ODR | AOS Advisor after ODR | AOS Advisor after ODR | AOS Advisor after ODR |
| **Semester Advising Meetings** | EDUC 1300 Advising (Required) | • Intro to AOS Advisor (Required)<br>• 15HR Dual Credit Advising (Required) | 30HR Advising (Required) | Graduation/Transfer Advising (Recommended) | Graduation/Transfer Advising (Recommended) |
| **Student Communications Sent by Advisors** | • My Planner<br>• Campus Resources Promotion<br>• Next Term Registration | • Pathways Intro/Welcome Back<br>• Campus Resources Promotion<br>• STEM Students-Math Sequence | • Midpoint Advisor Check<br>• STEM Students-Math Sequence | • Career Fairs and Transfer Events<br>• Graduation/Transfer Prep<br>• STEM Students-Math Sequence | • Are You Grad Ready?<br>• Career Fairs and Transfer Events<br>• 60HR Advising |
| **Student Communications Sent by System Office** | • 0 Credit Students<br>• FYE Persistence 1<br>• Declare Major<br>• FYE Persistence 2 | • Milestone Completion Email<br>• Dual Credit Advising<br>• Declare Major | • Milestone Completion Email<br>• FYE Persistence<br>• Faculty Mentor Campaign | • Milestone Completion Email<br>• "Welcome Back, Upcoming Events, Graduation"<br>• You're Almost There! (3 nudges) | • Milestone Completion Email<br>• 60+ Best Practice<br>• Graduate Now!<br>• High Credit Leavers |
| **Student Semester Action Items for Success** | • Get your Best Start at LSC<br>• Set academic goals and confirm program plan with Academic Advisor<br>• Get connected on campus through LSC courses, academic support services, campus activities, and student organizations<br>• Meet with Financial Aid to find ways to pay for college | • Connect with AOS Advisor to review academic plan<br>• Utilize campus support services<br>• Fill out your FAFSA for next year<br>• Explore university transfer options and update resume with Career and Transfer Services | • Meet with AOS Advisor to complete degree and transfer planning<br>• Find transfer options through Career and Transfer Services | • Finalize Graduation degree requirements with Advisor<br>• Meet with Career Services to update resume<br>• Search for Transfer Scholarships | • Confirm degree requirements with Advisor<br>• Apply for Graduation<br>• RSVP to Commencement Ceremony<br>• Purchase Cap and Gown<br>• Complete your Financial Aid exit counseling (if applicable)<br>• Cancel LSC Financial Aid if student plans to transfer |

# What Does "Program Enrollment" Do?



- ✓ Provides spring 2020 new students with their plan for courses, semester by semester, in their student portal
- ✓ Defaults to a full-time plan but allows them to plan when they would like to actually take their courses
- ✓ Allows them to register from their plan and will not allow them to register for courses outside of their plan while in PE
- ✓ Allows advisors to view and edit the plan
- ✓ Guides them to pick classes in the order laid out by faculty
- ✓ Allows them to print their planned courses if they desire a hard copy
- ✓ Is mobile enabled and accessible through their phone/device

# CARE for Completion

## You have goals, our goal is to help you achieve them!

At Lone Star College, we don't want anything to throw you off course to achieving your educational goals. We understand that if you have concerns about meeting some of life's basic needs, you can be distracted from your path to success. This page will connect you to the services at each campus as well as some that are provided by local agencies. If you can't find the information you need here, please reach out to a counselor on your campus.

**#LSCWECARE  @LSCWECARE**

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LONE STAR COLLEGE

# Financial Literacy Taskforce

Recommendations for AY 19-20

❑ Developed partnership and collaboration with Wells Fargo for development of Fin. Lit. curriculum

- ▪ <u>Budgeting Toolkit</u>
- ▪ System-wide Financial Literacy Events

All the tools you need to help you become financially savvy.

The Hands on Banking® online learning center offers resources for anyone who wants to learn more about money management. Our financial articles can help you find answers to your questions, from budgeting tips to buying a home, to improving your credit. Our <u>self-directed courses</u> take you in depth to improve financial literacy at each stage of life. We also offer <u>classroom resources</u> for educators. Together, we'll help you and your family take charge of your financial future.

In order to perform infrastructure updates and maintenance to the Hands on Banking® public website (https://handsonbanking.org and https://elfuturoentusmanos.org), we are scheduling downtime on Wednesday, July 31st, from 9 AM to Noon Central time. We apologize for any inconvenience this may provide.

Hands on Banking®
Money skills you need for life

# Developing the Framework

Step 3: Document the Plan
1) Completed items
2) In Progress items
3) Planned items

# Developing the Framework

# Status Overview

| GUIDED PATHWAYS ESSENTIAL PRACTICES | COMPLETE | IN PROGRESS (AS OF JULY 2019) | PLANNED |
|---|---|---|---|
| **1. Mapping pathways to student end goals** | • Pathway Plans designed for every program and easily accessible online (2018)<br>• Dual credit pathway maps connect DC courses to HS endorsement area, LSC Area of Study, and LSC degree and are accessible online (2018) | • Developing transfer maps for all top transfer universities utilizing faculty to ensure applicability to 4 year degrees<br>• Continue to build and strengthen existing university relationships | • Provide feedback to THECB regarding field of study issues (Dec 2019)<br>• Clarify pathway from CE to credit programs (Fall 2019) |
| **2. Helping students choose and enter a program pathway** | • All programs organized into Areas of Study (2017)<br>• Co-requisite remedial model implemented (2018)<br>• EDUC 1300 incorporated into degree plan hours for FTIC students (2019)<br>• "Just in Time" NSO communications implemented and Pathways intro slide added (2019) | • Creating a dashboard to monitor co-req percentages, identifying a strategy to scale math to 75%, and assessing co-req implementation<br>• Exploring New Student Orientation options for non-FTIC students<br>• Developing program enrollment capability in iStar<br>• Conducting student and advisor focus groups to gather feedback on the student experience after program enrollment begins | • Co-req professional development plan for faculty (Fall 2019)<br>• Ensure that LSC is offering college prep course support to all ISD partners and analyze effectiveness (Fall 2019)<br>• Develop a dual credit/early college program evaluation (Fall 2019) |
| **3. Keeping students on path** | • Annual Pathways Advising Conference (2019)<br>• Area of Study teams identify critical courses and recommend supports (2018)<br>• Financial Education Task Force created (2019)<br>• CARE (Community Assistance Resources for Everyone) Task Force created and inventory of existing services/supports completed (2019)<br>• Advising Task Force created a case management advising model to implement in Fall 2019 (2019) | • Developing Friday professional development training curriculum for advisors<br>• Preparing for advising case management with common milestones to rollout in Fall 2019<br>• Finalizing revised financial literacy curriculum for EDUC 1300<br>• Scaling financial education through Comevo to all students by Fall 2019<br>• Confirming which student supports for critical courses are tracked system-wide via AccuTrack. Work is in progress on enhancing reporting capabilities.<br>• Work with OTS on a SNOW ticketing system in the Lone Star student portal for referrals, tracking, and escalation options for students with basic needs (CARE) | • Begin using Area of Study-aligned case management advising model (Fall 2019)<br>• Establish faculty team to explore how faculty can support the new advising model (Fall 2019)<br>• Assess Early Alert (Fall 2019)<br>• Analyze course schedule data (Fall 2020)<br>• Create a Student Engagement Task Force (Fall 2020)<br>• Determine if Area of Study teams are needed and their purpose (Fall 2020) |
| **4. Ensuring students are learning** | | • Conducting an inventory of existing capstone experiences by program and building experiences in all programs by Dec 2019<br>• Develop a formalized professional development plan for faculty around high impact practices, FQEs, connecting courses to the bigger picture, and general teaching/learning needs<br>• Beginning the development of an equity scorecard | • Create an equity scorecard that includes metrics and benchmarks (Fall 2020) |

LONE STAR COLLEGE

# The Detailed "Abbreviated" Action Plan

**Pathways Abbreviated Action Plan**

**Institution Name: Lone Star College**

| Action Steps (continued) | Timeline/Status | Responsible Parties |
|---|---|---|
| 5. **Explore existing technology capabilities to see if they are viable tools to support the pathways work (to include student planning, advising supports, and warning students if they are going off track from their plan).**<br>Step 1: Discuss with OTS potential budget placeholder for next year<br>Step 2: Finish the pathway plans<br>Step 3: Identify the models that will be presented to students (ex: My Completion Progress page)<br>Step 4: Determine technology needs<br>• Student planning tools based on pathway plans (and opportunities to register for entire plan)<br>• Scheduling software – both for students and for forecasting/developing schedules<br>• Warning students if they are off of their pathway plan (and blocking FA accordingly)<br>• Keeping maps updated and posted to the website, iStar, catalog, etc.<br>• Must be student friendly and in a format they will use (potentially videos for training students)<br>Step 5: Identify technology solutions from either existing or new tools (ex: student friendly app, etc.) | *Task Force began work March 2018*<br><br>*Recommendations were approved July 2018 by Steering Committee and Chancellor's Cabinet*<br><br>*Implementation of Program Enrollment in iStar planned for Fall 2019 registration was bumped to Spring 2020 registration and is on time in development*<br><br>*Program Enrollment will present pathway plans to students in iStar and promote the process of students registering from their pathway plan*<br><br>*Technology Task Force update needed by December 2019 that addresses each item of the original charge and identifies next steps*<br><br>*Recommendation to conduct student and advisor focus groups to gather feedback on the student experience by December 2019 (this may need to include recommendations on implementation feedback for technology projects as a regular part of the business process as part of quality control)* | *AVC Office of Completion and Chief Information Officer to lead Pathways Technology Task Force* |
| 6. **Ensure that LSC is offering college prep course support to all ISD partners and conduct an analysis of the effectiveness of such.** | *Fall 2019* | *VC Academic Success*<br><br>*AVC Academic Affairs* |

# Benefits of a Comprehensive Plan

- ✓ Allows for discussion of priorities
- ✓ Accounts for division of labor (or lack thereof)
- ✓ Reminds stakeholders of the entire scope of the work
- ✓ Keeps the "history" as well as the future
- ✓ Provides a strategic approach to resource planning
- ✓ Addresses if prerequisite items must be completed prior to other key strategies
- ✓ Gives CEOs and upper management an "at a glance" snapshot of the work

# The Reason for "The Institute Team"

# When are we "done"?

# Measuring Success and Aligning Initiatives

## LSC Student Success Initiatives & Outcomes 2011-2018

Updated January 2019

| | Peformance Measure | Student Population | 2011 Cohort | 2012 Cohort | 2013 Cohort | 2014 Cohort | 2015 Cohort | 2016 Cohort | 2017 Cohort | 2018 Cohort |
|---|---|---|---|---|---|---|---|---|---|---|
| **Student Experience** | CCSSE Survey | All students | not avail. | not avail. | All benchmarks improved between 2013 and 2015. Avg. total score increased from 49.2 to 51.1 (standardized natl. avg. = 50). Biggest gains were in Active & Collaborative Learning and Support for Learners. | | | Did not participate in survey | | |
| | SENSE Survey | All students | not avail. | not avail. | Engaged Learning and Academic & Social Support Network benchmarks improved between 2013 and 2015. | | | Did not participate in survey | | |
| **Early Momentum** | FTIC Successful Course Completion in first term | Courses completed with a grade of A-C or P by Fall FTIC0 students* | 61% | 63% | 65% | 61% | 66% | 66% | 62% | 63% |
| | FTIC Successful completion of Gateway Math in first year | Fall FTIC0 students completing with a grade of A-C or P | 11% | 12% | 16% | 19% | 22% | 23% | 21% | |
| | FTIC Successful completion of Gateway English in first year | | 38% | 39% | 40% | 40% | 44% | 46% | 45% | |
| | FTIC Successful completion of Gateway Math & English in first year | | 9% | 10% | 13% | 16% | 19% | 19% | 17% | |
| | FTIC Earning 6+ CL credits in first term | Fall FTIC0 students | 33% | 31% | 29% | 46% | 48% | 50% | 53% | 62% |
| | FTIC Earning 15+ CL credits in first year | | 23% | 22% | 23% | 31% | 34% | 34% | 33% | |
| | FTIC Earning 30+ CL credits in first year | | 2% | 2% | 3% | 4% | 5% | 5% | 2% | |
| **Progress** | FTIC Fall to Spring Persistence | Fall FTIC0 students | not avail. | 77% | 79% | 77% | 78% | 77% | 77% | |
| | FTIC Fall to Fall Persistence | | not avail. | 54% | 55% | 53% | 56% | 55% | 53% | |
| **Completion** | Full-time grad rate (Cert, Assoc., Bacc or above at any TX public) — 3-Year | Fall FTIC students enrolled in 12+ credits in first fall term (THECB) | 11% | 10% | 12% | 16% | 19% | | | |
| | — 4-Year | | 19% | 18% | 21% | 27% | | | | |
| | — 6-Year | | 34% | 32% | | | | | | |
| | Part-time grad rate (Cert, Assoc., Bacc or above at any TX public) — 3-Year | Fall FTIC students enrolled in <12 credits in first fall term (THECB) | 7% | 5% | 6% | 8% | | | | |
| | — 4-Year | | 11% | 10% | 10% | | | | | |
| | — 6-Year | | 18% | | | | | | | |
| | Prepared grad rate (Cert, Assoc., Bacc or above at any TX public) — 3-Year | Fall FTIC, full-time students (THECB) | not avail. | 13% | 15% | 22% | 24% | | | |
| | Underprepared grad rate (Cert, Assoc., Bacc or above at any TX public) — 3-Year | | not avail. | 7% | 8% | 11% | 15% | | | |
| | Transferred to senior institution within 6 yrs | Fall FTIC students (THECB) | 21% | 20% | | | | | | |
| **System Initiatives, Reforms, and Policy/ Process Changes** | First Year Experience | | | Required Student Success Course and academic plan for students placing into 2+ dev subjects or 2 levels below in any area. | Common mandatory orientation for all FTIC. Required Student Success Course and academic plan for students placing into any dev area. | Required Student Success Course (EDUC 1300) and academic plan for all FTIC. | | | | |
| | Guided Pathways | | | | | | | Texas Pathways Project begins. | | All programs organized into 8 Areas of Study. Full- and part-time Pathway Plans posted for every program. |
| | Processes | | | | | AutoPop (Fall 2014) and Reverse Transfer (Spring 2014) processes implemented. | Registration survey implemented (Spring 2015). | Standard Early Alert (Summer 2015) and AutoGrad (Spring 2016) implemented. | | |
| | Policies | | | | New TSI and mandatory assessment prep as part of new student registration. | | Implementation of College Prep courses in high schools (HB5) and almost all programs reduced to 60 hours (SB497). | | | Corequisite model for remedial education begins (HB 2223). |
| **Other** | | | | | | Dr. Head begins as new Chancellor. | | | Hurricane Harvey (Fall 2017) | |

*FTIC0 are students with zero credit hours at the start of the cohort term, per LSC-AIR methodology. Note that this FTIC definition excludes first-time-in-college students who earned dual credit while in high school.
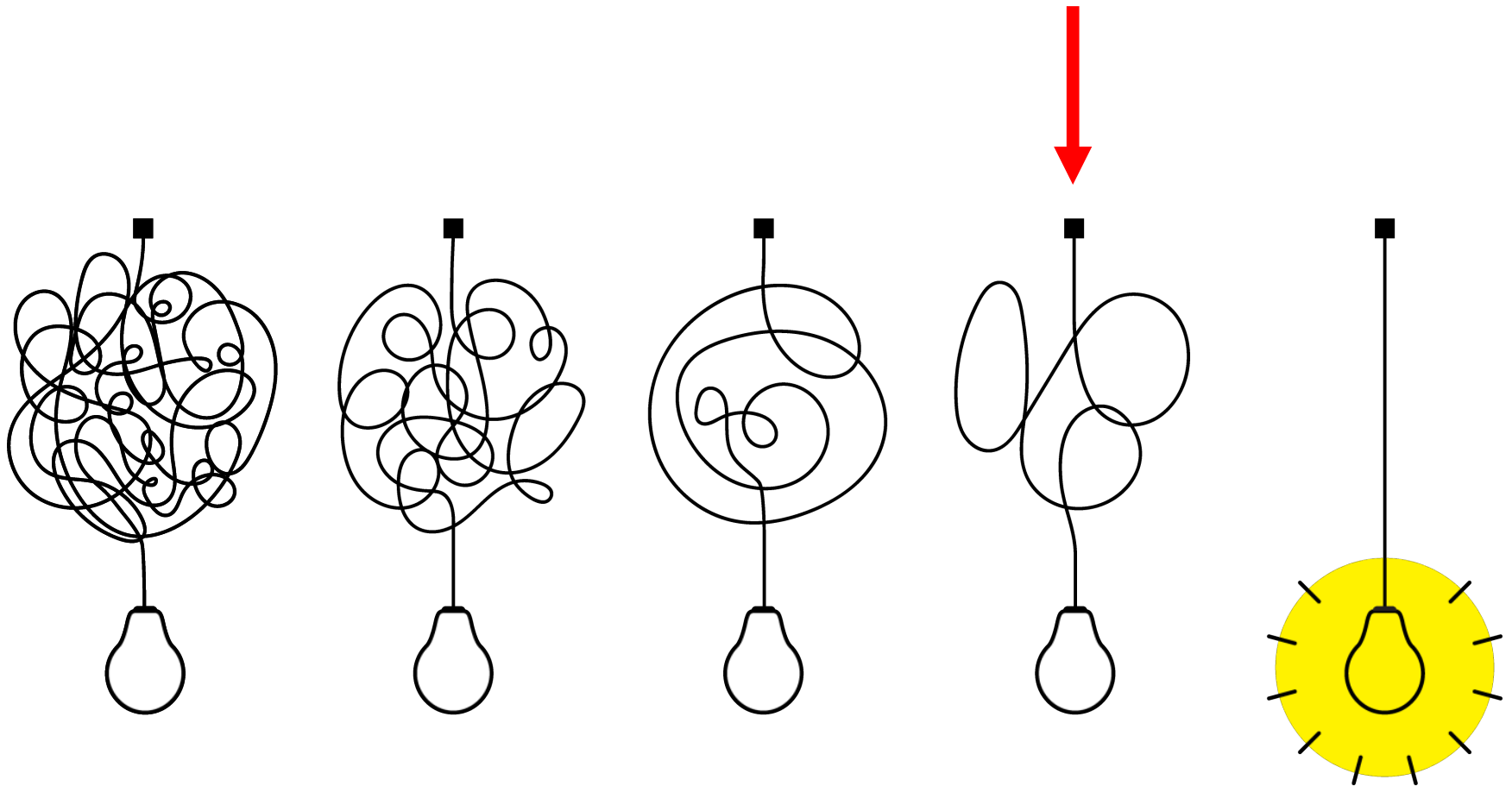
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Participants will learn:

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- ✓ The advantages of creating a consistent institutional pathways team

- ✓ The value of aligning key metrics to initiative implementation timelines for better tracking/monitoring

# Questions?

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