

# **Texas Pathways:**

Knowledge Development  
Steering Committee Meeting



Texas Success Center

August 5, 2021

# Agenda

- Welcome, Overview, and Introductions
- The Texas Pathways Strategy: Evolution & Impact
- Knowledge Development Overview & Evolution
- Roundtable Discussion & Feedback
- Introduction of Round 2 CCRF Projects
- Furthering Texas Pathways Knowledge Development
- Final Remarks and Closing



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# Purpose

To support the world-class fulfillment of the Texas Success Center mission, the KDSC will:

1. **Advance the learning network** among TACC, the Texas Success Center, research fellows, and experts;
2. **Advise the knowledge development strategy** and Center-commissioned knowledge development activities; and
3. **Contribute to a statewide research agenda** aimed to improve community college practice and to inform policy benefiting colleges' pathways reform strategies



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# **Welcome and Introductions**





# Texas Pathways

Socioeconomic mobility through **career-focused postsecondary success**

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DE Accountability Measures

Pathways to Prosperity

Student Success Points

TX CC Developmental Education Initiative

Board of Trustees Institute

Texas Completes

The Texas Network

AVID

HB5

Reverse Transfer

Texas Common Application

Completion by Design

Achieving the Dream

Gulf Coast Partners Achieving Student Success

New College Readiness Assessment

4x4 High School Degree Program

## TEXAS STUDENT SUCCESS INITIATIVES

Texas College Access Network

Developmental Education Demonstration Project

Texas Postsecondary and Career Counseling Initiative (HB18)

New Mathways Project

State Appropriations for DE

Intensive Bridge Programs

Developmental Education Initiative

Student Success By the Numbers

Mandatory Degree Plan

State Appropriations for ABE Alignment

Early College High Schools

Field of Study

Accelerated Dev. Ed.

Common Core

Pathways Project

Texas Course Redesign Project

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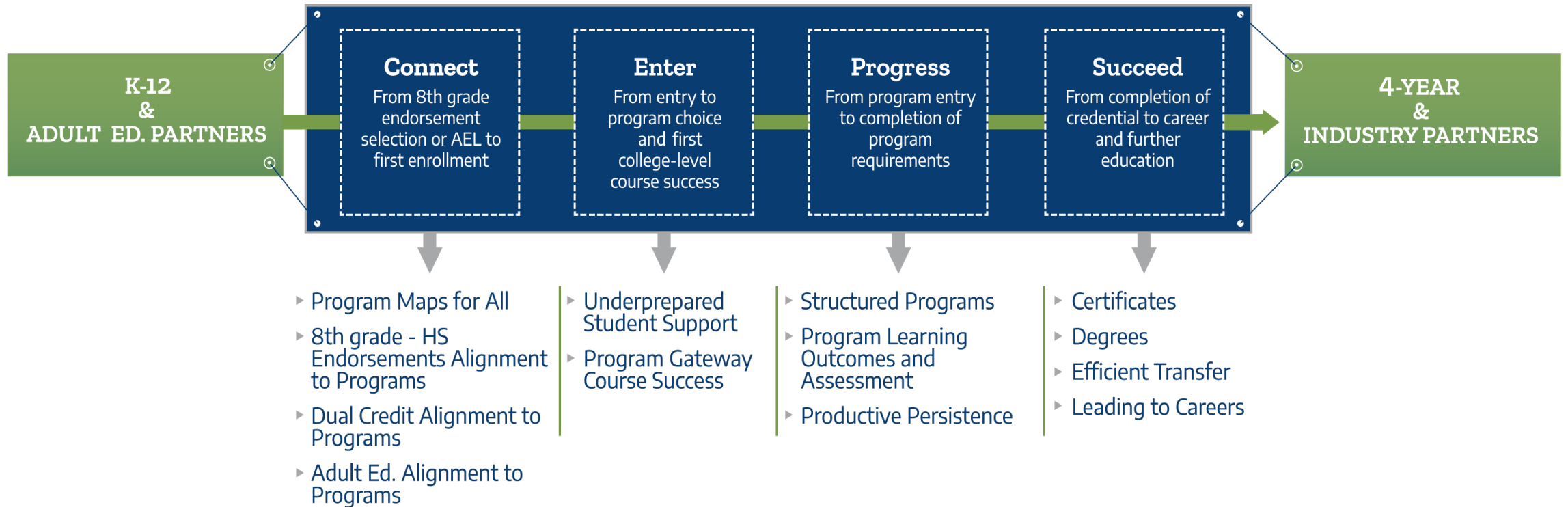
GradTx

GenTx



# TEXAS PATHWAYS

Systemic Transformation Dedicated to Socioeconomic Mobility



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# Texas Pathways Design Principles

1. Colleges' program redesigns must attend to the entire student experience, rather than to just one segment, such as developmental education or the intake process.
2. Guided pathways redesign is not the next in a long line of discrete reforms, but rather a framework or general model that helps unify a variety of reform elements around the central goal of helping students choose, enter, and complete a program of study aligned with their goals for employment and further education.
3. The redesign process starts with student end goals for careers and further education and “backward maps” programs and supports to ensure students are prepared to thrive in employment and education at the next level.
4. With leadership commitment and active engagement, all Texas community colleges can move through a series of capacity-building, implementation, scaling, and improvement strategies that will evolve and expand over time and will positively impact student success outcomes across multiple student groups.

## **1. Map Paths to Student End Goals**

- Multiple entry points
- Default program maps
- Completion, further education, employment
- Guides through transitions and transfer

## **2. Help Students Choose and Enter a Program Path**

- College readiness in 1<sup>st</sup> year
- Career exploration
- Early contextualization
- Accelerated remediation for most poorly prepared

# **Texas Pathways**

## **Four Pillars of Essential Practices**

## **3. Keep students on paths**

- Strong, inescapable advising
- Clarity for education and career choices
- Predictable schedules
- Early intervention
- Academic and non-academic support

## **4. Ensure students are learning**

- Program learning outcomes aligned with careers and further education
- Internships and apprenticeships
- Active culturally competent teaching practices



## What Remains?

- Integration of past lessons
- Commitment to all colleges
- Pathways guiding principles
- Four pillars of the model
- Essential practices
- Evolving systemic view of institutional transformation

# Evolving the Model

## What is Changing?

- Intentionality in equity, diversity, and asset-mindset considerations infused in institutes, assessments, and internal decisions
- Increased focus on adults and their goals for good jobs.
- Building readiness capacities for regional cross-sector partnerships and talent pathways



# **TRUE:** Texas Reskilling and Upskilling through Education

Dedicated to Socioeconomic Mobility of Texans

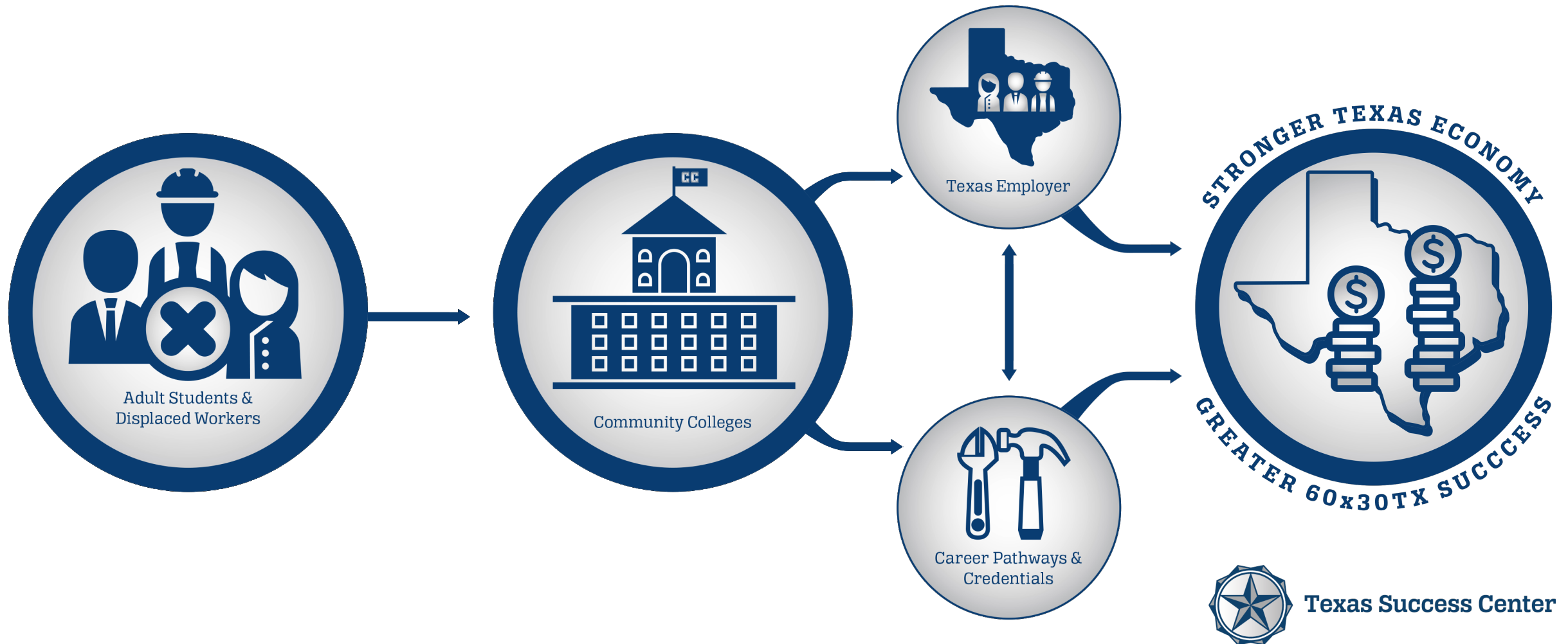


**TRUE Collaboration:** Business Advisory Council

**TRUE Legislation:** SB 1102

**TRUE Pathways:** Texas community colleges' critical framework for getting Texans back to work.

# Texas Reskilling & Upskilling through Education





# TRUE PATHWAYS

## Connect



Easily shop and select career pathways that include industry-based certifications within metamajor/career cluster

## Enter



Onboard with a clear initial completion plan of less than 6 months

## Progress



Gain skills and work-related experiences

## Succeed



Enter Good Careers & Plan for Further Education

Learners From Multiple Entry Points

# 50 Texas Community Colleges are Committed to Texas Pathways



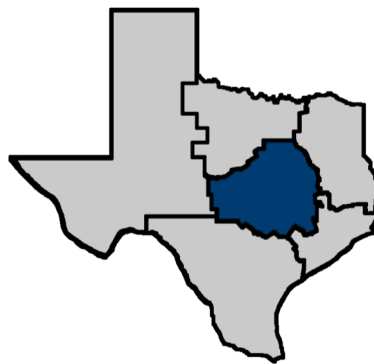
## West

Amarillo  
Clarendon  
El Paso  
Frank Phillips  
Howard  
Midland  
Odessa  
South Plains  
Western Texas



## South

Alamo  
Coastal Bend  
Del Mar  
Laredo  
South Texas  
Southwest Texas  
Texas Southmost  
Victoria



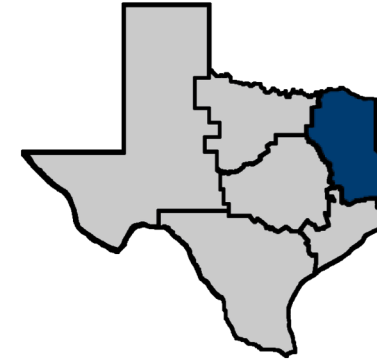
## Central

Austin  
Blinn  
Central Texas  
Cisco  
Hill  
McLennan  
Navarro  
Temple



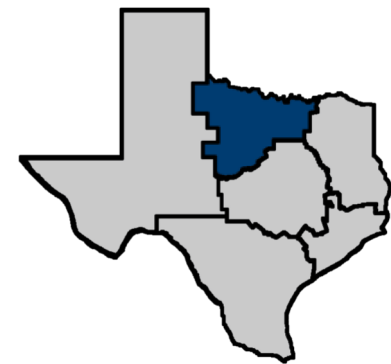
## Southeast

Alvin  
Brazosport  
College of the Mainland  
Galveston  
Houston  
Lee  
Lone Star  
San Jacinto  
Wharton



## East

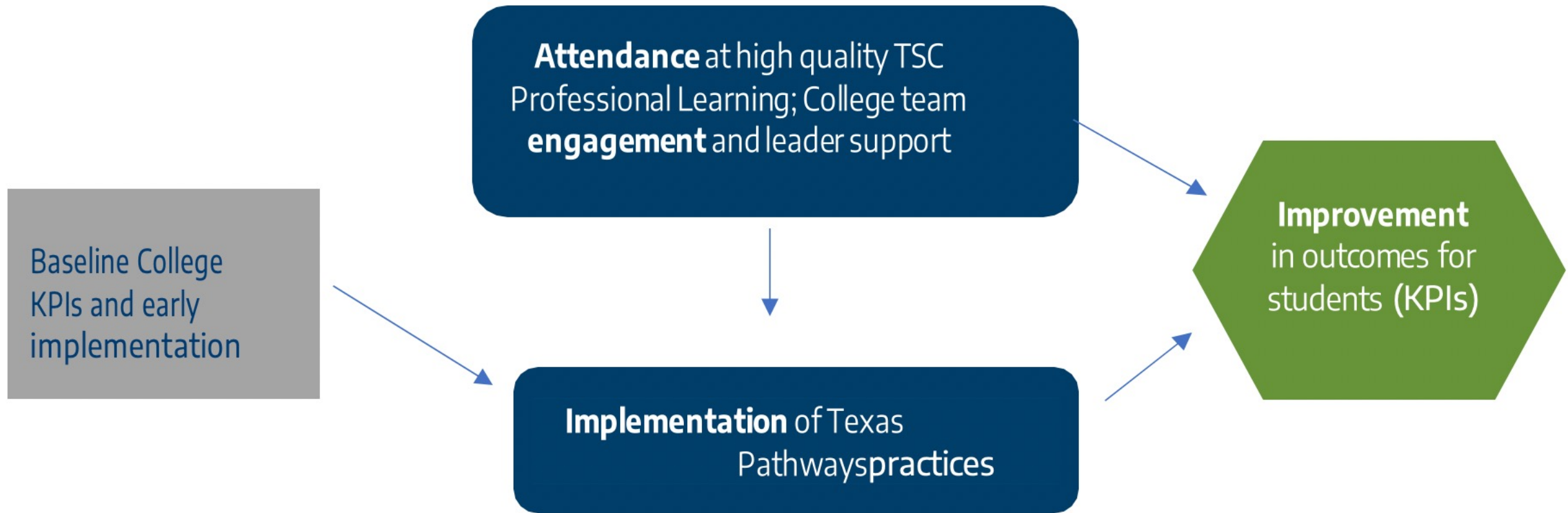
Angelina  
Kilgore  
Northeast Texas  
Panola  
Paris  
Texarkana  
Trinity Valley  
Tyler



## North

Collin  
Dallas  
Grayson  
North Central  
Ranger  
Tarrant  
Weatherford  
Vernon

# Texas Pathways Theory of Change



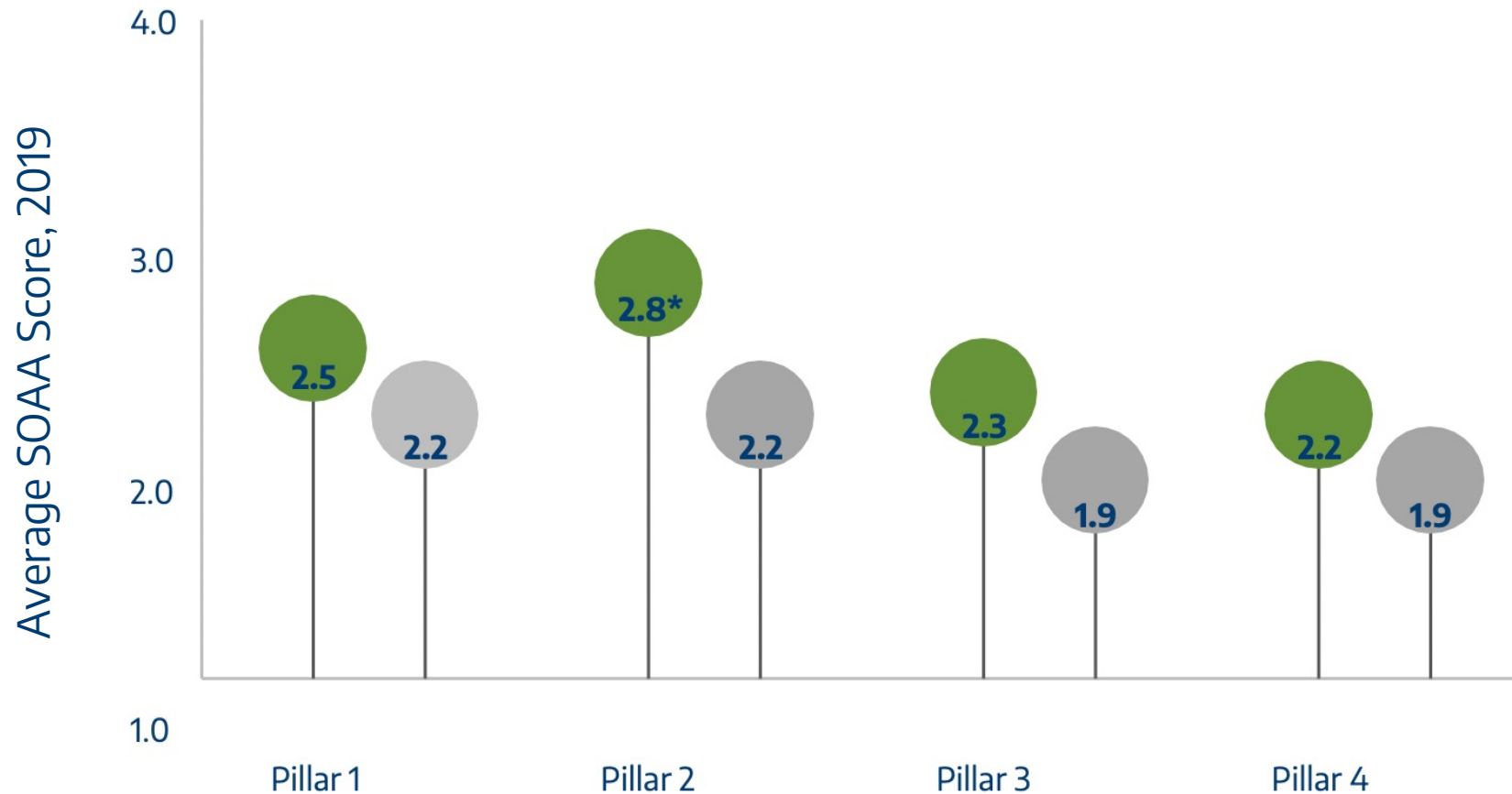
Note. Analysis by Shore Research, 2021.



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# Engagement and Implementation

Colleges that were classified as highly engaged had higher Pillar 2 scores



Note. \* indicates significant difference at  $p < .05$

Sources. Institute attendance data, 2017-2021, Texas Success Center; 2021 Engagement survey, Shore Research, 2021



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# Attendance and KPIs

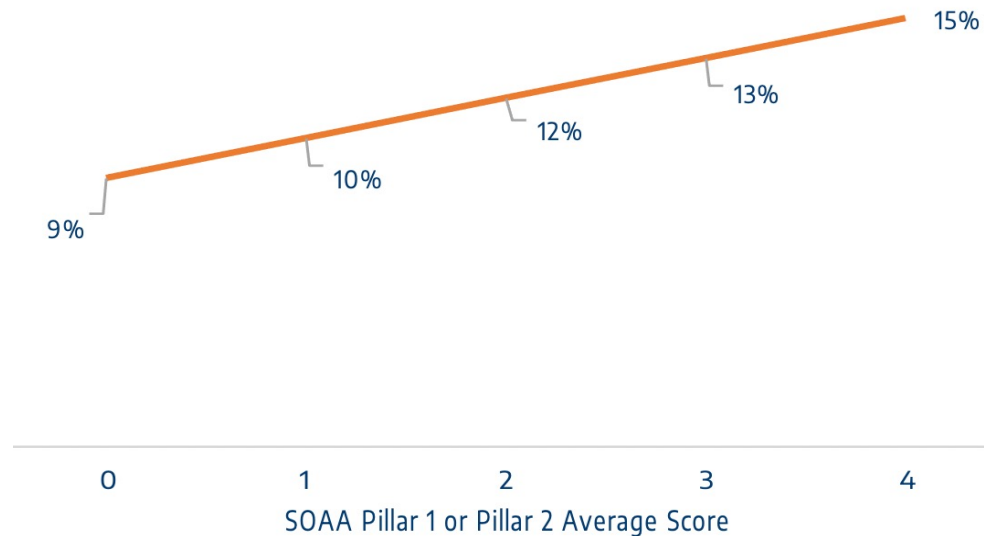
- Linear models indicated that when prior KPI and demographic variables were controlled, institute attendance was a strong predictor of two KPIs in 2019.
- Colleges with higher percentages of attendance saw **more growth in the percentage of students who received credit for a reading course** in the first year.
  - The difference was quite large: for example, a school with 40% attendance was predicted to have 49% of students complete reading in the first year, compared to 63% for a college with perfect attendance.
- There was also **more growth in those who passed a math course in the first year.**



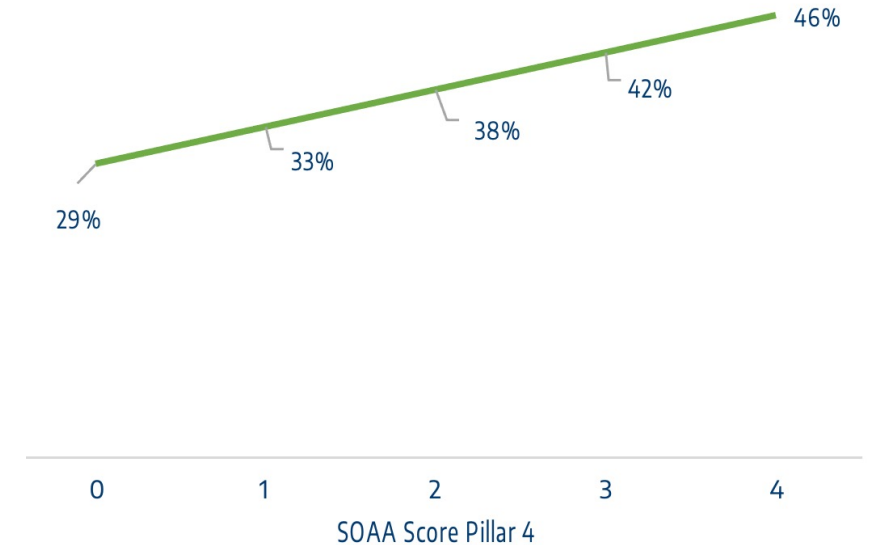
# Implementation and KPIs

- Colleges with higher SOAA scores on Pillar 1 or Pillar 2 had higher percentages of students who earned 30+ credits in one year
- Colleges with higher SOAA scores on Pillar 4 had higher percentages of students completing math in one year

Percent earning 30+ credits  
in year 1, 2019



Percent completing math  
in year 1, 2019



Note: These percentages are estimates from a linear model where the 2019 KPI was predicted with the 2015 KPI, percentage of institute attendance, and demographic variables (percent part time, African American, White, Hispanic, Male, prepared for college and an indicator of being in Cadre 1). For ease of presentation, averages for each of the above variables have been entered into the model.



# Knowledge Development

# Knowledge Development: Objective



The Knowledge Development objective is to **conduct research that creates actionable knowledge** to support the redesign of the student experience at all community colleges in Texas.

The Center, with guidance from the KDSC designs, commissions, and conducts research studies and related activities to:

- **build the knowledge base** concerning Texas Pathways reform efforts,
- **enhance the impact** of community colleges' Texas Pathways strategies, and
- **increase Texas community college research capacities.**



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# **Knowledge Development:** Research Collaborative

Our research collaborative is composed of:

- **Knowledge Development Steering Committee**
- **Center Researchers**
- **Community College Research Fellows and Mentors**
- **External Partners**

Together, the collaborative's knowledge development work focuses on questions of particular interest to college practitioners and policymakers in the state to:

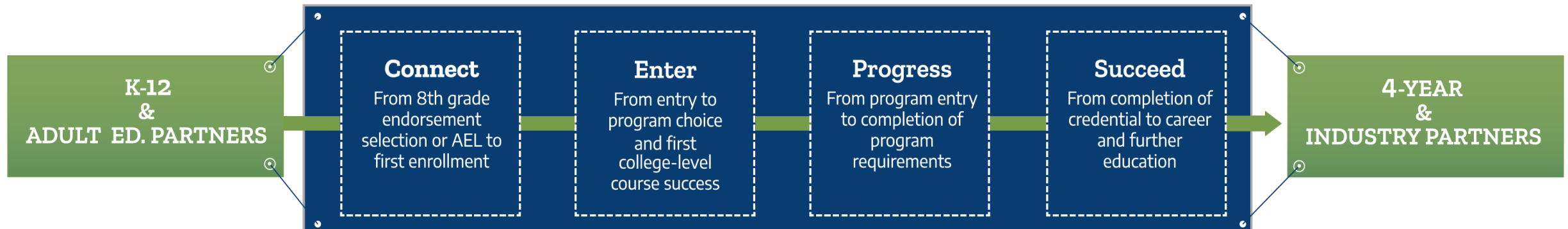
- **inform the development of practitioner-oriented guidance and tools**
- **shape training, technical assistance, coaching, and professional development related to pathways**



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# Knowledge Development Agenda

The Knowledge Development Agenda is organized to examine the college and student experience within the comprehensive Texas Pathways framework:



- An examination of equity within the college implementation and student experience of Texas Pathways will be a theme throughout each project.

# Knowledge Development Agenda

## College Experience

### Across Framework

Development, implementation, and progress scaling the essential practices of Texas Pathways



Development, implementation, and progress scaling by college location: rural, suburban, and urban

Leadership structures and experiences

Development and implementation of workforce-aligned micro-credentials and stackable credentials

Development and implementation of student needs policies and practices

### Within Framework

	Connect	Enter	Progress	Succeed	
College and adult education provider partnerships; College and dual credit provider partnerships	Multiple measures placement policies and implementation	Corequisite support course design and implementation	Relationship between scaling essential practices and student progress in early momentum key performance indicators	Relationship between scaling essential practices and student progress in long-term key performance indicators	College and industry/ employer partnerships; College and four-year partnerships

# Knowledge Development Agenda

## Student Experience

### Across Framework


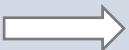
Student experiences of essential practices of the Texas Pathways strategy

Student experiences by college location: rural, suburban, and urban

Student experience and impact of engagement with micro-credentials and stackable credentials

Student experience and impact of college policies and practices related to student needs

### Within Framework

	Connect	Enter	Progress	Succeed	
Experience during adult education and college transition; Experience during dual credit and college transition	Multiple measures placement and student outcomes	Corequisite support and student outcomes	Student progress in early momentum key performance indicators	Student progress in long-term key performance indicators	Labor market outcomes of student completers; Baccalaureate outcomes of transfer students

# Key Performance Indicators Dashboards



## Earned 6 or More College-Level Credits in Term 1

Name: (All) | Round 1 Cadre: (All) | Size: (All) | Region: (All) | Location: (All)



Texas Association of Community Colleges

Metric

Percentage of FTI...

Student Characteristic

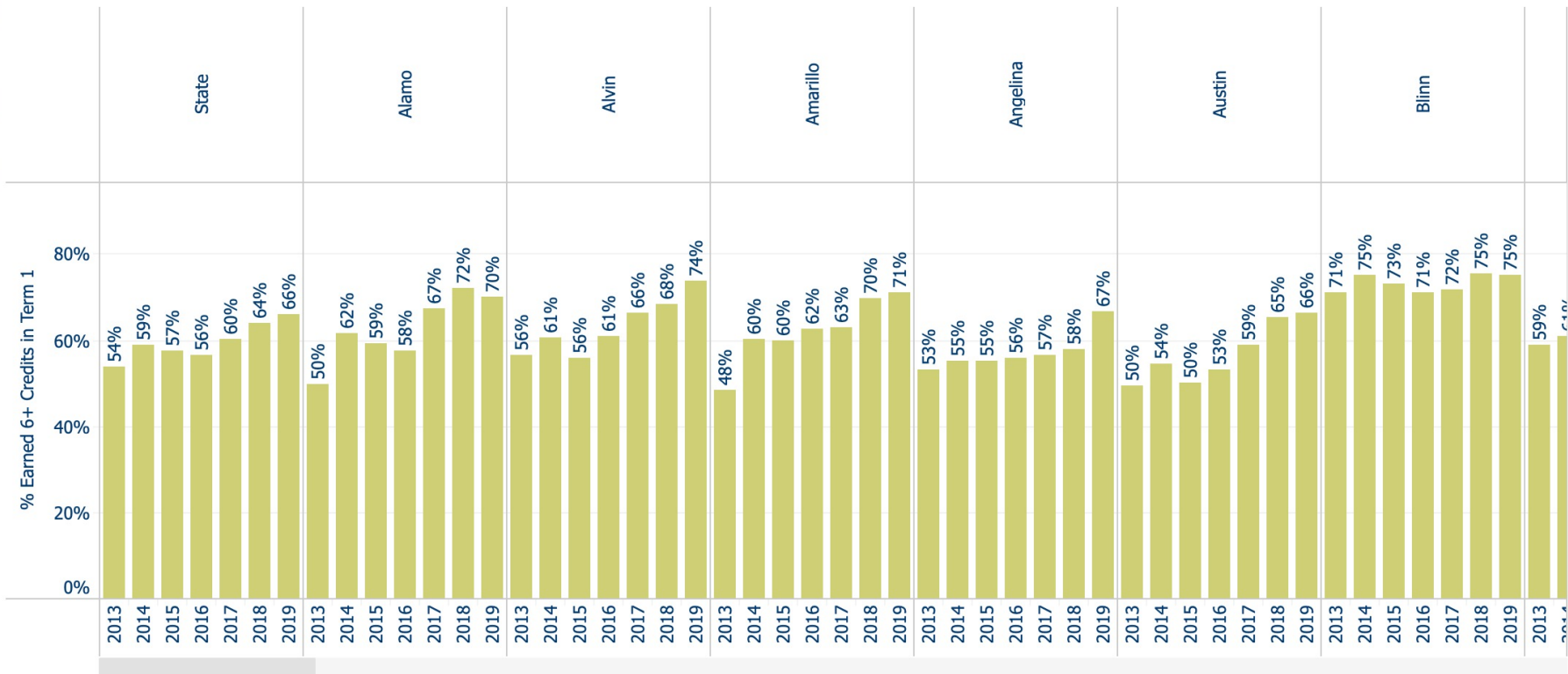
Total

Type of Graph

Stacked

Legend

- Underprepared
- Prepared
- African American
- Hispanic
- White
- Other
- Female
- Male
- Part-Time
- Full-time
- Did not Receive ...
- Received Pell
- With Dual Credit
- Without Dual Cr...
- Total



# Early Momentum KPIs

Percent of FTIC students attaining EMMs and five-year percent difference in EMMs

Category	KPI	2015 %	2017 %	2019 %	Change from 2015-2019
Enter	Earned 6+ credits in Term 1	57%	60%	66%	+9%*
	Completed Math in Year 1	29%	30%	37%	+8%*
	Completed Reading in Year 1	54%	56%	60%	+6%*
	Completed Writing in Year 1	46%	49%	54%	+8%*
	Completed All Subjects in Year 1	20%	21%	27%	+7%*
Progress	Persisted from Term 1 to 2	76%	76%	75%	-1%*
	Earned 15+ credits in Year 1	44%	46%	49%	+5%*
	Earned 30+ credits in Year 1	8%	9%	10%	+2%*

Source. Texas Success Center KPIs (N=50 colleges)

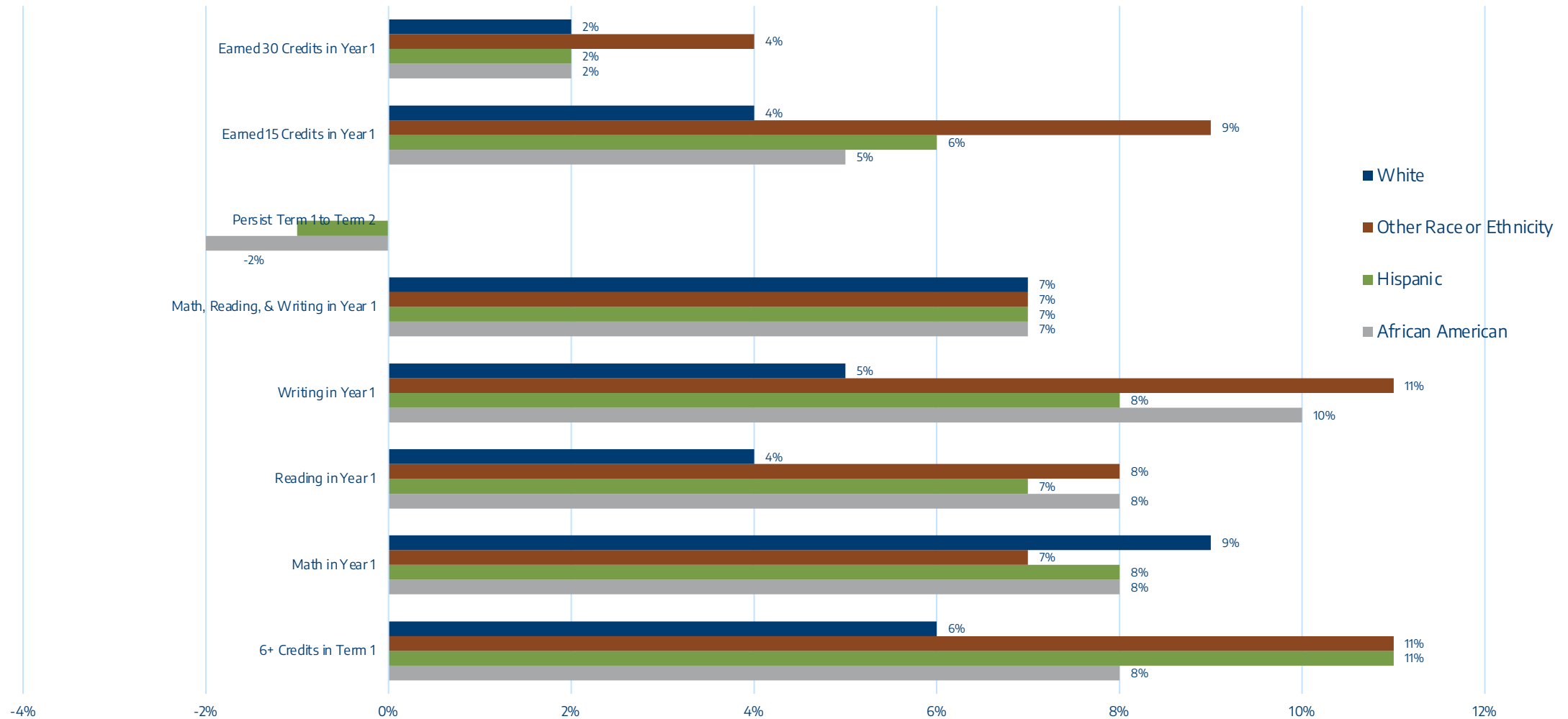
Note. Percentages have been rounded. \* indicates statistical significance  $p < 0.001$ .



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# EMM Gaps are Closing

Percent Difference in EMMs from 2015 to 2019: Race and Ethnicity



# Texas Pathways Pillars



1. Clarify Paths to Students' End Goals
2. Help Students Choose and Enter a Path
3. Help Students Stay on the Path
4. Ensure Students are Learning

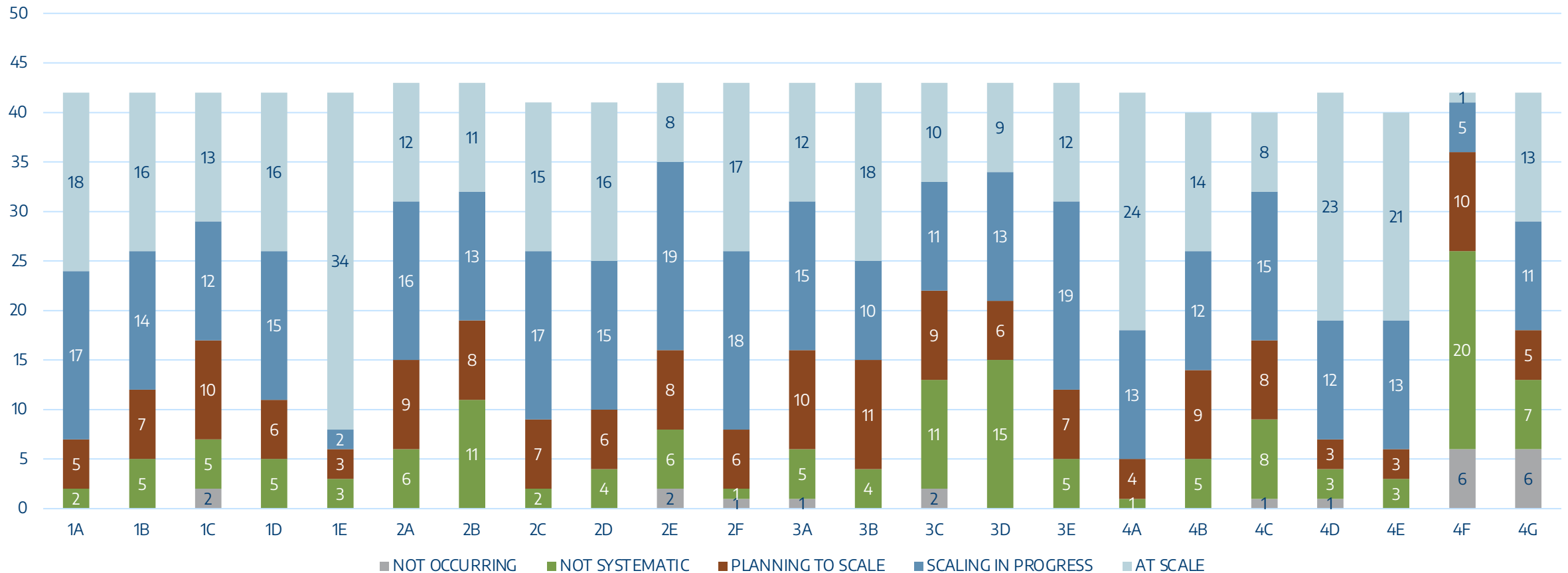


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# Scale of Adoption Assessment: 2021

Number of colleges at each level of adoption, self-reported in 2021 (N=43)



**Note.** The Texas Success Center distributed SOAAs to the 48 TACC member colleges and 43 colleges returned completed SOAAs. A few colleges left some essential practices blank.

# 2021 SOAA Research Plan

April  
2021

Colleges submitted self-assessments on the scale of adoption of the essential practices.

Summer  
2021

Researchers conduct 90-minute interviews with colleges using a customized protocol originally designed by CCRC and adapted for Texas.

Fall  
2021

Research team codes and analyzes responses from the self-assessment and validation call transcripts to describe the progress implementing guided pathways in Texas.



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# Board of Trustees Institute 2019: Supporting Student Learning & Success

BOTI Attending Colleges	
Alamo Colleges	Hill College
Alvin Community College	Houston Community College
Amarillo College	Howard College
Austin Community College District	Kilgore College
Brazosport College	Laredo College
Coastal Bend College	Lee College
Del Mar College	Midland College
El Paso Community College	North Central Texas College
Galveston College	Paris Junior College
Grayson College	Temple College
Trinity Valley Community College	Victoria College
Weatherford College	Wharton County Junior College

# BOTI 2019 Impact Report Findings

<b>Strategic Planning</b>  18 CTAs proposed action on strategic planning. 15 colleges took action to:  (a) identify strategic priorities (b) strengthen board and CEO collaboration (c) design focused retreats (d) foster communication	<b>Data Use</b>  11 CTAs proposed action on utilizing data. 10 colleges took action to:  (a) examine and interpret KPIs (b) conduct data deep dives (c) use data to examine equity and inclusion
<b>Policy</b>  14 CTAs proposed action on policy. 5 colleges took action focused on:  (a) guided pathways implementation (b) student-focused implementation (c) equity in policy	<b>Financial &amp; Fiduciary Responsibilities</b>  19 CTAs proposed action. 15 colleges took action to:  (a) align budget with college goals (b) budget for student success (c) provide emergency funding



# **Roundtable Discussion**

**We welcome everyone to participate in the discussion!**

Please use the 'raise hand' function on Zoom or physically raise your hand to contribute.

When called by the moderator, please unmute and share.

**Consider the following guiding questions:**

- What feedback can you offer?
- What questions do you have?
- What advice can you give?
- How can you support this research?



A faint, light blue seal is visible in the background on the left side of the image. It features a central five-pointed star surrounded by a circular border with some text, though the details are too light to read.

# **Community College Research Fellows**

# Knowledge Development:

## Community College Research Fellows



Community college research fellowships build the knowledge base supporting Texas Pathways and advance Texas community college research & teaching capacity.

### Cohort 1: 2019-2021

- **Ibrahim Bicak:** Math repetition patterns among community college transfer students
- **Marisol Garza:** What matters most to community college students in Pathways advising
- **Garrett Groves:** TRUE Initiative stages of development and system elements
- **Laura Lane-Worley:** Aligning high school to college pathways
- **Randa Schell:** Developing student resources and supports that work

### Cohort 2: 2021-2022

- Let's meet our newest cohort!



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# Community College Research Fellows



**Channell Cook,**  
M.S., M.S.

Lee College

Mentor: Afi Wiggins



**Michelle Lamons**

Amarillo College

Mentor: Tamara Clunis



**Newman Wong,**  
M.A., M.B.A.

Del Mar College

Mentor: Kasey Klepfer



**Susan Goll, M.A.**

Houston Community  
College; University of  
Houston

Mentor: Lindsay Daugherty



**Jordan Utley, Ph.D.**

Grayson College

Mentor: John Fink



**Jackson Yan, Ph.D.**

The University of Texas  
at Austin

Mentor: Lauren Schudde

# CCRF Research Project Schedule

Phase	Timeline	Goal
1	April to June 2021	Develop understanding of the Texas landscape and existing research related to research topic
2	June to August 2021	Develop research plan, scope, and sequence
3	Fall 2021 to Spring 2022	Collect data and begin analysis
4	Fall 2021 to Spring 2022	Analyze data and develop thematic answers to RQs
5	Spring 2022	Produce a set of research-focused and/or practitioner-facing deliverables



# Transforming Learning Frameworks with Self-Regulated Learning



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**Channell Cook M.S., M.S.**

August 5, 2021

# Current Learning Frameworks Course at Lee College

- Toolbox approach
- Task based
- Heavy focus on career exploration
- Not very applicable for technical students



# New Learning Frameworks Course at Lee College

- More processed based
- Cultural Wealth framework
- Using self-regulated learning and reflective practices
- Learning how to learn



# Goals of Research Project

- Determine if the new curriculum:
  - Creates a more ideal student experience for first-year college students.
  - Meets the needs of technical, academic, traditional, non-traditional, and dual credit students more universally.
  - Increases student success in this course and future gateway courses.
- Determine the impact of Self-Regulated Learning on students':
  - Overall satisfaction with the course.
  - Success in this course and future gateway courses.
  - Is significant enough to encourage for faculty in other disciplines to incorporate the practice in their courses.



# Data Collection Plan and Timeline

Data Collection and Analysis	Timeframe
Institutional data	Summer 2021
Student course surveys	Starting Fall 2021
Focus groups/interviews	Spring/Summer 2022
Analysis	Spring/Summer 2022





# A Framework for Evaluating Promising Features of Micro-credentials



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**Susan Goll**

August 5, 2021



# Significance

- **The context:** TRUE represents a substantial expansion of state funding for microcredentials in Texas
- **The issue:** Limited understanding of whether microcredentials are being developed in ways that support transitions into jobs and additional educational programs
- **Study aims:**
  - To build evidence on the characteristics of TRUE credentials and whether they are being built with promising features
  - To determine how the TRUE inventory can be refined and used with other data sources to build additional evidence on promising features of microcredentials



# Research Questions

- 1) What are promising features of short-term programs that are believed to drive improved student outcomes?
- 2) Are these promising features captured in the TRUE inventory? How might the TRUE inventory be expanded or refined to capture additional evidence on these features?
- 3) To what extent are TRUE credentials being developed with promising features?
- 4) How can the TRUE inventory be maintained and used to inform practice as the initiative is scaled?



# Study Approach

Research Question	Methods
1) What are promising features of short-term programs that are believed to drive improved student outcomes?	lit review, discussions with experts
2) Are these promising features captured in the TRUE inventory? How might the TRUE inventory be expanded or refined to capture additional evidence on these features?	review of inventory, literature review, development and validation of additional measure options
3) To what extent are TRUE credentials being developed with promising features?	analysis of inventory data, interviews with college admins, other data from the pilot
4) How can the TRUE inventory be maintained and used to inform practice as the initiative is scaled?	interviews with key stakeholders and college admins, mapping out an agenda for future research



# Timeline

- Refining the research plan (now-Sept 2021)
- Data collection and analysis
  - Literature review (May-Sept 2021)
  - Review of the inventory (July-Sept 2021)
  - Discussions with experts (Sept-Oct 2021)
  - Analysis of inventory data (Sept-Nov 2021)
  - Interviews with administrators, identifying and refining other possible measures for inventory (Nov 2021-March 2022)
- Reporting and dissemination (March 2022-end)



# Equity is Adult Education: Creating Access Through Exemplar Models



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**Michelle Lamons**  
August 5, 2021

# Importance

- **Research Interests:**

- Developing a clear understanding of Adult Ed Programs allowable funding to enhance or create Career Pathways, and
- Identifying and implementing purposeful student supports within higher ed systems.

- **The issue:**

- There are gaps between AEL and higher education that meaningful integration could address.

- **Study aims:**

- To examine exemplar AEL programs that are integrated in higher education institutions:
  - Utilizing adult education program funding & services to create career pathways
  - Creating student access to support services to increase completion rates



# Research Questions

1. What adult education programs are integrated into the community college system in Texas?
2. What models/practices can approved WIOA Adult Education Title II funds use to integrate into community colleges systems that can enhance quality career pathways through equitable practices?
3. What exemplar Title II (Adult Ed) programs are utilizing braided-funding models through ATB and or Perkins IV?



# Study Plan

Research Question	Measure(s)	Collection Methods
What models/practices can a WIOA Adult Education Title II funds use to integrate into community colleges systems that can enhance quality career pathways through equitable practices?	<ol style="list-style-type: none"> <li>1. Identify two or three funding sources that pair well with Title II (Adult Ed) WIOA services to implement sustainable Career Pathways in Community College systems. (AEL, ATB, Perkins)</li> <li>2. Identify two or three allowable support services through Title II (Adult Ed), iBEST, Career Navigation</li> </ol>	<p>Interview AEL State Director, AEL Project Directors, and AEL Compliance Teams</p> <p>Interview iBEST instructors, Career Navigators</p>
What exemplar Title II (Adult Ed) programs are utilizing braided-funding models through ATB and or Perkins IV?	Identify three programs that are successfully utilizing AEL, ATB, and Perkins IV/V in community college systems.	Interview the TX-PMN, AEL Program Leaders, and College Financial Aid Directors
Are adult education programs integrated into the community college system?	<ol style="list-style-type: none"> <li>1. Is the Adult Ed Program a part of the college's Strategic plan?</li> <li>2. Does the Adult Ed program have relative access to systems like UG &amp; CE programs?</li> <li>3. Do Adult Ed students have access to the college's SIMS &amp; LMS?</li> </ol>	Review program components, design interviews with AEL leaders & college leaders, create surveys to collect data





# Understanding the Barriers for Underrepresented Minority Students Pursuing Health Science Pathways



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**Dr. Jordan Utley**

August 5, 2021

# The Problem

- Historical enrollments of minority students in the health sciences at Grayson College do not reflect the demographics of the region
  - Healthcare is not experienced the same way by every ethnic population (Brown-DeVeaux & Jean-Louis, 2021)
  - Population health disparities continue to widen (Kendrick, Withey, Batson, Wright, & O'Rourke, 2020)
  - Ethnic disparity exists between care provider and patient (Crowe, Cash, Rivard, & Lincoln, 2020)
- Existing URMs at Grayson College seek lower-wage career options in the health sciences
  - Dental Assisting (Hispanic/Latinx)
  - Vocational Nursing (African, Hispanic/Latinx)



# Identification of Potential Barriers

1. Knowledge of health science options
2. Sense of belonging in the health science profession and at Grayson College
3. Access to health science programs through dual credit
4. Competitive application processes



Would increasing the number of URM's in the Health Science programs at Grayson College impact the delivery of healthcare in the region?



Would earlier exposure through concurrent enrollment influence the number of URM students in livable wage health science pathways?



# Intervention Planning

- **Barrier 1: Knowledge**

- Create formal dual credit on-ramps into the health sciences
- Expose URM students at high schools in Grayson and Fannin counties through specialized health science career coursework

- **Barrier 2: Belongingness/Grayson College Community**

- Design a peer-mentoring program nested within the DC/CE pathways
- Pair the URM student with a mentor who "looks like me"
- Engage URM students with faculty of color at Grayson



# Intervention Planning

- **Barrier 3: Access**

- Are Student Success Services (SSS) available to support the URM?
- What supports are needed that may not exist?
- Are SSS successfully advertised to URM? What % engage?

- **Barrier 4: Competitive Application Process**

- Are URM?s applying and not making the cut?
- If so, where are they losing application points?
- Is the application postured to place URM?s at a disadvantage?



# Proposed Next Steps

1. Gather historical Grayson URM student data across health science programs
2. Gather demographics of college service area (Grayson & Fannin County)
3. Gather historical Grayson URM dual credit student data
4. Compare these data to Texas URM baselines
5. Understand current marketing approach to URM dual credit
6. Create pathways for Spring 2022 URM recruitment
7. Implement active URM recruitment plan (knowledge, community, access)





# References

- Brown-DeVeaux, D., Jean-Louis, K., Glassman, K., & Kunisch, J. (2021). Using a Mentorship Approach to Address the Underrepresentation of Ethnic Minorities in Senior Nursing Leadership. *JONA: The Journal of Nursing Administration*, 51(3), 149-155.
- Crowe, R. P., Krebs, W., Cash, R. E., Rivard, M. K., Lincoln, E. W., & Panchal, A. R. (2020). Females and minority racial/ethnic groups remain underrepresented in Emergency Medical Services: a ten-year assessment, 2008–2017. *Prehospital Emergency Care*, 24(2), 180-187.
- Kendrick, K., Withey, S., Batson, A., Wright, S. M., & O'Rourke, P. (2020). Predictors of Satisfying and Impactful Clinical Shadowing Experiences for Underrepresented Minority High School Students Interested in Healthcare Careers. *Journal of the National Medical Association*, 112(4), 381-386.



# The Impact of COVID-19 on Student Persistence: Did Texas Pathways Make a Difference?

**Newman Wong, M.A., M.B.A.**

August 5, 2021



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# Research Questions



Photo credit: Georgia State University

- Does the impact of COVID-19 on student persistence differ by the level of Texas Pathways implementation?
- Does the impact vary by students' socio-demographics?
- If there is a difference, what Guided Pathways Essential Practices may facilitate the difference?



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# Literature Review

- According to the National Student Clearinghouse, community colleges experienced the **largest enrollment declines** of entering students in Fall 2020.
- The Fall 2020 Survey of Entering Student Engagement (SENSE) added a COVID-19 Impact module with 5,193 respondents from 38 community colleges.
  - **77%** of respondents reported that they had planned to attend the community college where they took the survey.
  - **86%** reported that their decision to enroll part-time or full-time was not impacted by the pandemic.
  - **75%** reported that they did not change their plans about program, major, or pathway of study due to the pandemic.



# Literature Review (cont'd)

## Impact of COVID-19 on college students

- **Financial instability**

- Income , food, and housing insecurity (Jones et al., 2021; Lederer et al., 2021)

- **Mental health**

- Increased anxiety and depression symptoms (Fruehwirth et al., 2021; Hawley et al., 2021; Jones et al., 2021; Prokes & Housel, 2021)

- **Learning barriers**

- Access to reliable internet and devices (Gillis & Krull, 2020; Prokes & Housel, 2021)
- Familiarity with online learning and technology (Gillis & Krull, 2020; Prokes & Housel, 2021)
- Balancing different obligations, such as work and caregiving (Jones et al., 2021; Lederer et al., 2021)

- **Impact varied by student demographics**

- Nonwhite, female, and first-generation students tend to experience more impact (Gillis & Krull, 2021)



# Literature Review (cont'd)

## Opportunities and implications

- **New perspectives**
  - “Opportunities for gratitude, reflection, and awareness”  
(Mucci-Ferris et al., 2021)
- **Ways of connecting**
  - Virtual networks and communities (Mucci-Ferris et al., 2021)
- **Academics**
  - New online learning experiences (Mucci-Ferris et al., 2021; Prokes & Housel, 2021)
  - Expansion of online/blended modalities (Prokes & Housel, 2021)
- **Student support services**
  - Academic services (Prokes & Housel, 2021)
  - Social/college experience (Mucci-Ferris et al., 2021)
  - Mental health service (Fruehwirth et al., 2021; Hawley et al., 2021; Jones et al., 2021; Prokes & Housel, 2021)



# Data Sources

- **Surveys:** Texas Pathways Scale of Adoption Self-Assessment (SOAA), February 2019, April 2021 (TACC)
- **SOAA Interview Notes:** SOAA 2019, SOAA 2021
- **Reports:** Progress Implementing Guided Pathways in Texas Community Colleges, December 2019, December 2021 (TACC)
- Possible additional data sources
  - Survey of Entering Student Engagement's (SENSE) Special Focus Module on COVID-19 Impact, 2020 (Center for Community College Student Engagement)
  - TACC survey of student needs





# Analysis Plans

- Crosstabs: Educational Plan by Texas Pathways Cadre
  - Educational Plan: take fewer classes next semester, change major/ program, unplanned transfer, leave college temporarily, leave college permanently
  - Texas Pathways Cadre: 1, 2, 3, 4
- Crosstabs: Educational Plan by all 19 Texas Pathways Essential Practices
  - Pillar 1. Mapping Pathways to Student End Goals
  - Pillar 2. Helping Students Choose and Enter a Pathway
  - Pillar 3. Keeping Students on Path
  - Pillar 4. Ensuring Students are Learning





# Analysis Plans (cont'd)

- Crosstabs: COVID-19 experiences by all 19 Texas Pathways Essential Practices
  - Financial situations
  - Access to internet and devices
  - Learning environment
  - Communication with faculty and staff
- Possible regression analyses



# Community College CTE Programs: Labor Market Outcomes for Long Term Unemployed Workers



Texas Success Center

**Jackson Yan**

August 5, 2021

# Policies to address long-term unemployed (LTU) individuals

- Effects of enrollment in community college training for LTU include:
  - Long-term earnings increase of 9 percent for men and 13 percent for women (Lalonde & Jacobsen, 2005)
  - Math and science course raised earnings by about 14 percent for men and 29 percent for women (Lalonde & Jacobsen, 2005)
  - Less technically oriented courses yield very low and possibly zero returns (Lalonde & Jacobsen, 2005).



# Research questions

## Gaps in Knowledge

- There appears to be salary differences across disciplines, but little is known which disciplines help students become reemployed.
- Moreover, we don't know how long it takes for students to get reemployed.

## Research Questions

1. For long term unemployed individuals, what type of community college workforce training programs do they enroll in? Descriptively, how does enrollment vary by race, gender, SES, geography, etc.
2. Which disciplines and credentials are more likely to lead students to employment in that discipline? Which disciplines and credentials are more likely to divert employment in that discipline?
3. How long does it take for students to gain reemployment? How does this vary by race, gender, SES, geography, etc.?



# Data source

- Texas Education Research Center Data will provide access to:
  - Student demographics (race, gender, SES, language fluency)
  - Academic profile (Area of study, GPA, units accumulated)
  - Credentials (short-term, long-term, Associates Degree)
  - Labor market profiles/outcomes (quarters unemployed, received UI, time to reemployment, wages from reemployment, location of reemployment, sector of reemployment)



# Contributions

- Community College CTE programs and the relationship with:
  - 60x30TX Initiative
  - Recoveries from recessions





# **Small Group Discussion**

- The moderator will welcome the small group members in the breakout room.
- Each fellow will have 10 minutes to discuss their project with group members.
- The moderator will give a one-minute warning before the end of the fellow's discussion time.
- All members will be automatically transferred to the main group at the end of both fellows' discussions.





# Next steps for CCRFs

- **Late August/Early September 2021**
  - Check-in with Kristina to review research plan and support plan
- **Monthly in Fall 2021**
  - Check-ins with mentor (and Kristina as requested) to review data collection and project progress
- **November 3-5, 2021**
  - Texas Pathways Institute in Dallas, TX
- **December 2021**
  - KDSC Meeting Prep with Kristina
- **January 11, 2022, 1:00 PM – 4:00 PM CST**
  - KDSC Meeting in Austin, TX



**Texas Success Center**

# Reminders for KDSC Members

- KDSC members are encouraged to **contribute to the Texas Pathways resource library or curriculum.**
- The Texas Success Center and TACC welcome opportunities to **conduct commissioned research** in collaboration with KDSC members. Please reach out with your ideas!
- The next KDSC honorarium will be sent on August 15, 2021.
- Please save the date for the next in-person KDSC Meeting on **Tuesday, January 11, 2022, from 1:00 PM – 4:00 PM CST!**



Texas Success Center

# Texas Success Center Contacts

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**Dr. Cynthia Ferrell, Ph.D.**

Vice President

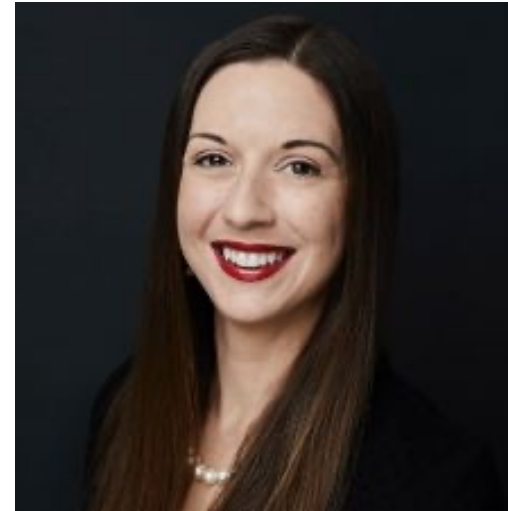
cferrell@tacc.org



**Kristina Flores, M.S.**

Director of Research & Evaluation

kflores@tacc.org



**Sway Youngston**

Senior Administrative Associate

syoungston@tacc.org

**Cody Poage**

Grants Accountant

cpoage@tacc.org

**Dr. Stacy Ybarra, Ed.D.**

Research Assistant

# Texas Success Center Consultants

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**Martha Ellis, Ph.D.**

Senior Pathways Lead

[mellis@tacc.org](mailto:mellis@tacc.org)



**Andres Alcantar, M.P.A.**

Senior Workforce Lead

[Andres.Alcantar@yahoo.com](mailto:Andres.Alcantar@yahoo.com)



**Tamara Clunis, Ph.D.**

Senior Adult and Developmental Education Lead

[ttclunis@actx.edu](mailto:ttclunis@actx.edu)

# Texas Pathways Resources

- **Texas Success Center**

- [What we do](#)
- [Knowledge Development Steering Committee](#)
- [Community College Research Fellows](#)
- [Relevant Literature](#)

- **Texas Pathways Progress**

- [Scale of Adoption Assessment](#)
- [Board of Trustee Impact Report](#)
- [College and Fellow Spotlights](#)

- **Student Success Indicators**

- [Texas Pathways Key Performance Indicators Dashboards \(KPIs\)](#)
- [Texas Higher Education Coordinating Board \(THECB\) Almanac](#)

- **TRUE and Workforce Data**

- [TACC TRUE Information](#)
- [Key Occupations and Career Pathways](#)



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**THANK YOU!**