

Texas Pathways:

Knowledge
Development Steering
Committee Meeting



Texas Success Center

January 11, 2022



Welcome and Introductions

Agenda

- Welcome, Overview, and Introductions
- Knowledge Development Overview
- Community College Research Fellow Project Overview
- Break
- Small Group Breakouts
- Large Group Discussion
- Final Remarks and Closing



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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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:

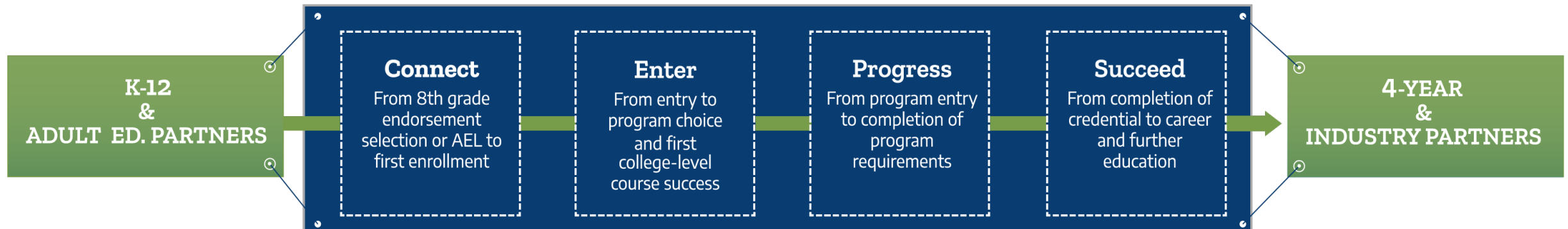
- **build the knowledge base** concerning Texas Pathways reform efforts,
- **enhance the impact** of community colleges' Texas Pathways strategies, and
- **increase Texas community college research capacities.**



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Knowledge Development 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.

2021 Scale of Adoption Assessment (SOAA)

Presentation Outcomes

- Explore how the SOAA is designed to help Texas community colleges assess their progress scaling the essential practices of Texas Pathways.
- Hear about college progress in essential practices and college spotlights.
- Learn about equitable adaptations of the essential practices in which colleges disrupt structural disparities in program and career choice as they respond in this time of economic flux and racial reckoning.



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2021 Scale of Adoption at a Glance

- The **Scale of Adoption Assessment (SOAA)** tool is developed by the Community College Research Center and modified by the Texas Success Center to evaluate Texas Pathways.
- The SOAA is administered every 18-24 months.
 - 48 SOAAs were distributed to colleges in Spring 2021.
 - 44 completed SOAAs were submitted 2021.
 - 38 validation phone interviews were conducted in 2021.
- The SOAA summary slides include data from the validated responses aggregated by Texas Pathways cadre.
 - 21 of 25 colleges in cadre 1+ and cadre 1 participated in validation calls.
 - 17 of 25 colleges in cadre 2 and cadre 3 participated in validation calls.



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 1st year
- Career exploration
- Early contextualization
- Accelerated remediation for most poorly prepared

Texas Pathways

Four Pillars of Essential Practices

3. Keep students on paths

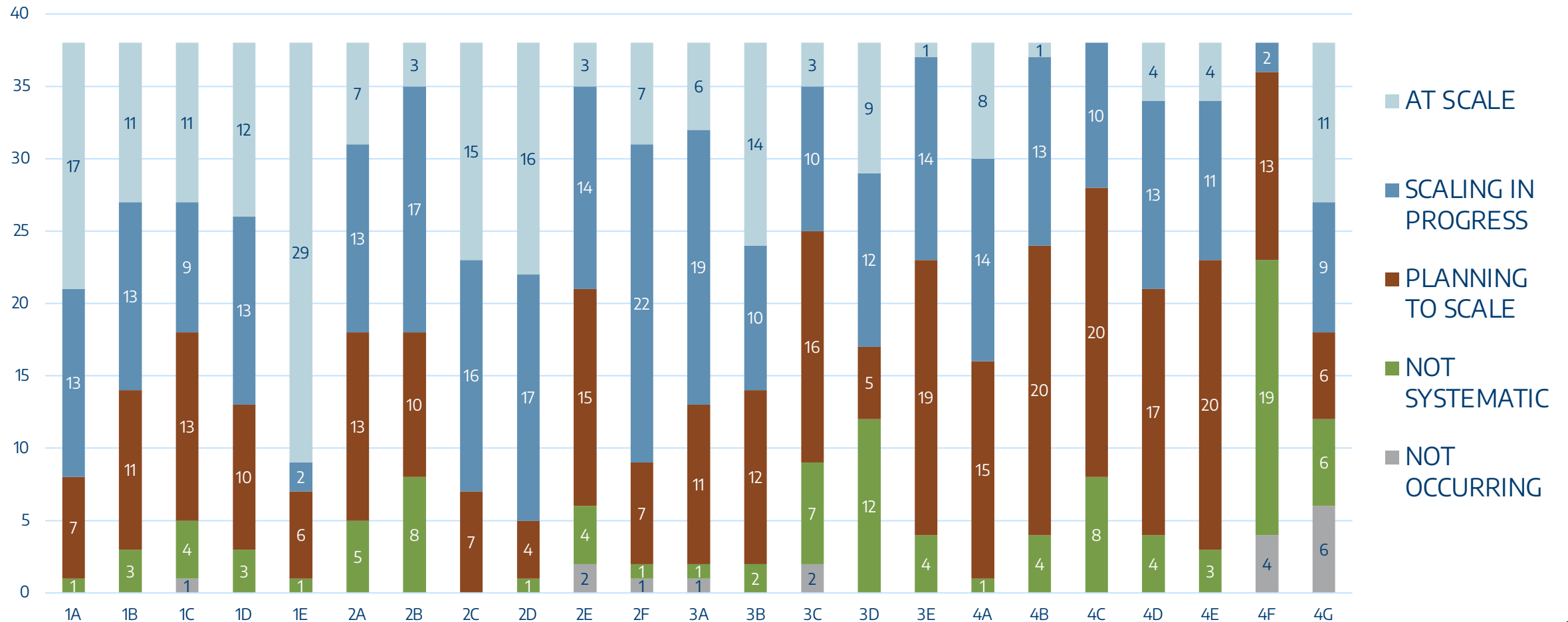
- Strong, inescapable advising
- Clarity for education and career choices
- Predictable schedules
- Early intervention
- Academic and non-academic support

4. Ensure students are learning

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

Texas Pathways SOAA 2021 Summary

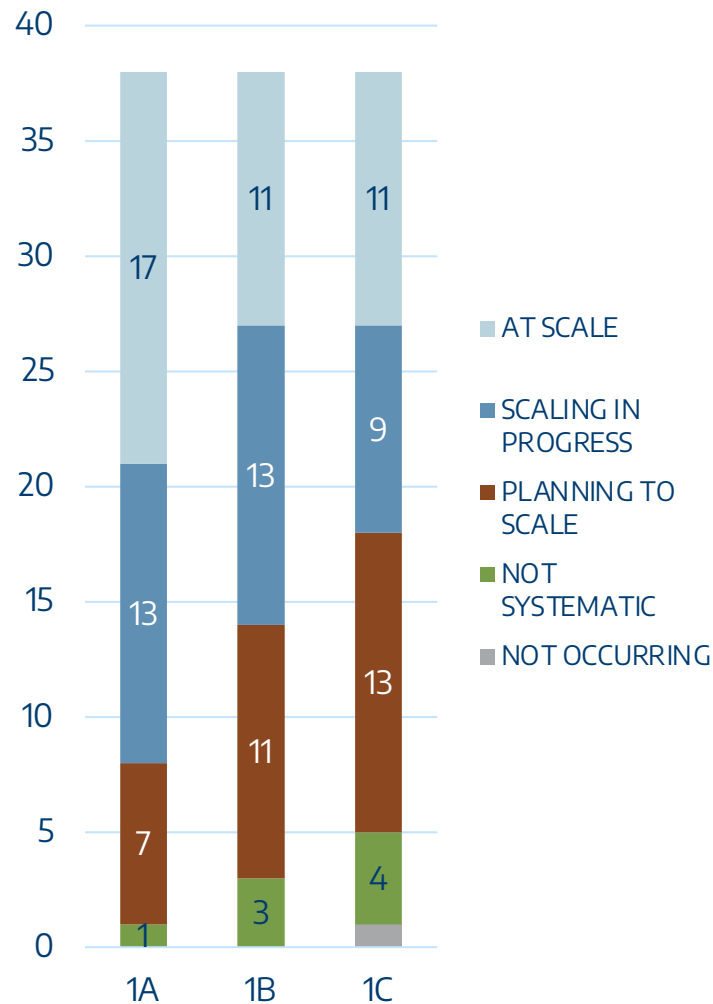
2021 Scale of Adoption Assessment, Number of colleges at each level of adoption, Validated in 2021 (N=38)



Note. The Texas Success Center distributed SOAAs to the 48 TACC member colleges, 44 colleges returned completed SOAAs, and 38 colleges participated in validation calls.

Pillar 1: Mapping Pathways to Student End Goals

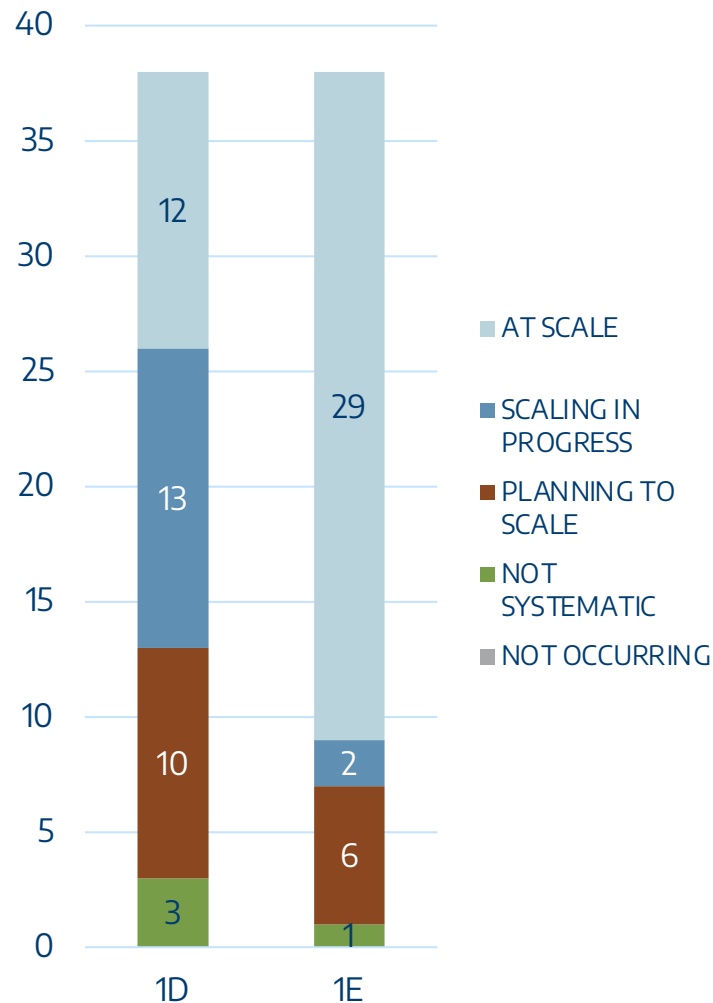
Strengths



Practice 1A	Practice 1B	Practice 1C
<p>Programs are organized and marketed in broad career-focused academic and communities or “meta-majors.”</p> <p>At Alvin Community College, students engage with faculty mentors from their meta-major and participate in career exploration in meta-major cohorts.</p>	<p>Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college’s service area.</p> <p>Ranger College developed partnerships with local automotive, machining, salons, and welding industry members. Students are advised towards careers with concise and focused degree plans.</p>	<p>Detailed information is provided on the college’s website on the employment and further education opportunities targeted by each program.</p> <p>The Lee College website helps students “Find your pathway to success,” with links to each pathway and program on the main page and a link to find potential jobs through “MyNextMove.”</p>

Pillar 1: Mapping Pathways to Student End Goals

Strengths



Practice 1D

Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college's website.

Galveston College has designed all workforce credentials to be stackable—the first four courses lead to a Level-1 certificate with a clear path to the next certificate and associate degree.

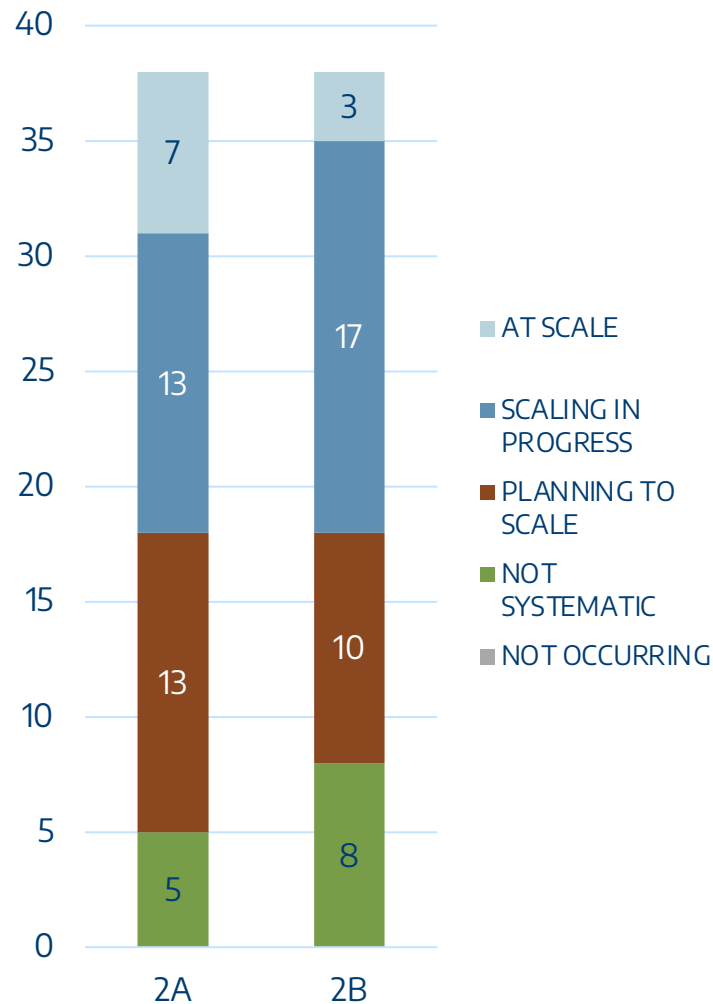
Practice 1E

Required math courses are appropriately aligned with the student's field of study.

McLennan Community College sequenced all math courses by pathways and degree/certificate. All advisors, faculty and students on degree/certificate plans have access to math requirement.

Pillar 2: Helping Students Choose and Enter a Path

Strengths



Practice 2A

Every new student is helped to explore career/college options, choose a program of study, and develop a full program plan as soon as possible.

Ranger College requires all students to participate in orientation called Ranger Roundup. All academic students are required to take the Learning Frameworks course. Both required components include career exploration and program planning.

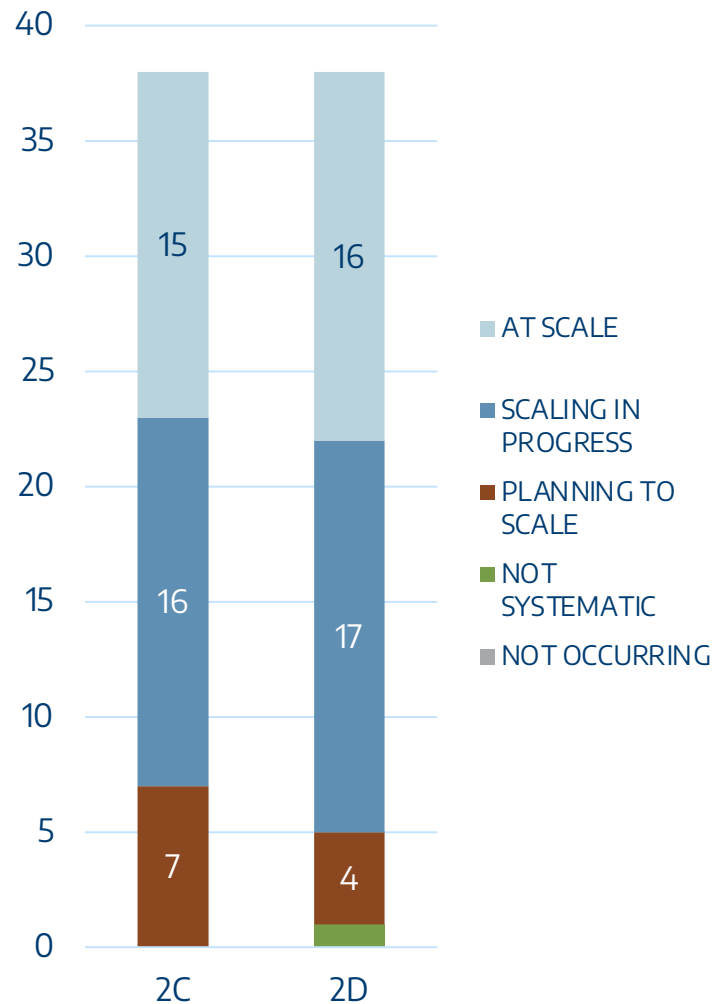
Practice 2B

Special supports are provided to help academically underprepared students to succeed in the “gateway” courses for the college’s major program areas.

Dallas College hires bilingual team members to communicate with high schools and families. In the student success and wellness area, *Thrive in Learning Communities* develop programs and supports for students who need extra support – foster care, male success – and as data shows more need, programming is adjusted.

Pillar 2: Helping Students Choose and Enter a Path

Strengths



Practice 2C

Special supports are provided to help academically underprepared students to succeed in the **program-relevant “gateway” math courses** by the end of their first year.

HB 2223 required that 75% of dev-ed education students be enrolled in corequisite support. At the time of the SOAA, most colleges met that goal.

At **Paris Junior College**, all students deemed underprepared are placed into corequisite math courses aligned with their program of study. The college has several options, including a smaller NCBO option for students who are very near college-ready.

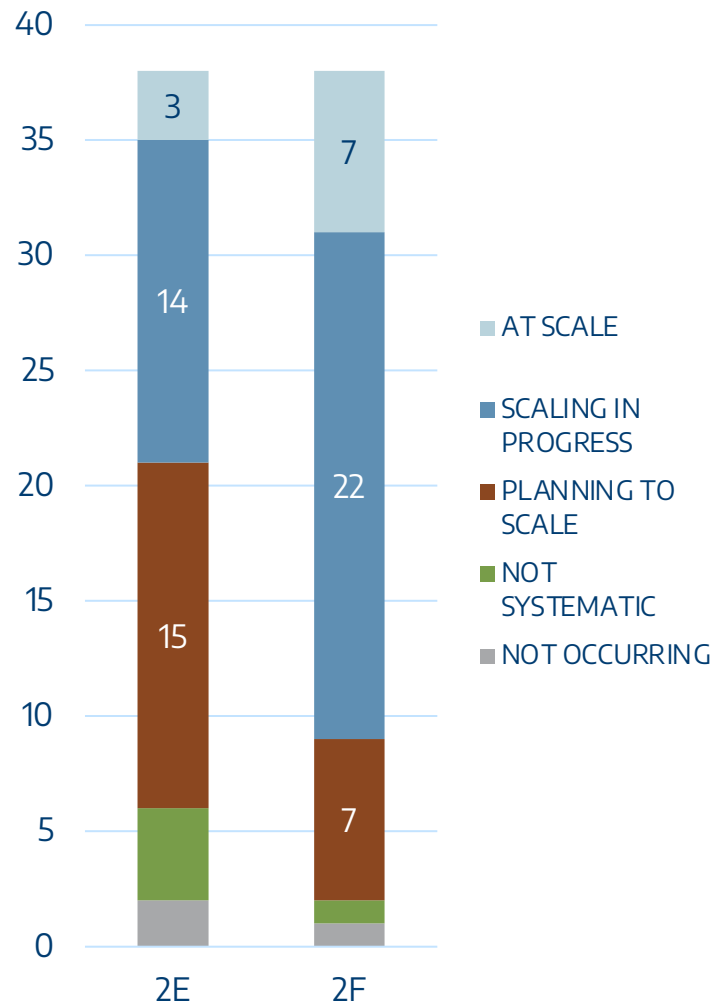
Practice 2D

Special supports are provided to help academically underprepared students to succeed in the **“gateway” English courses** by the end of their first year.

Houston Community College provides corequisite support for Composition, Sociology, History, and ESOL. The college plans to expand corequisite support to the sciences next. The college also has an expansive SI program to provide peer-led support in gateway courses.

Pillar 2: Helping Students Choose and Enter a Path

Strengths



Practice 2E

Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.

Navarro College AEL courses are paired with developmental courses or offered independently as appropriate to provide remediation for very poorly prepared students. In addition, AEL works with CTE to provide financial assistance and support classes as students transition from AEL to a degree programs and into the workplace.

Amarillo College leads the state in AEL integration. AEL students are given student IDs and are included in all AC systems. The college has created pathways from AEL Career Pathways into communities (meta-majors).

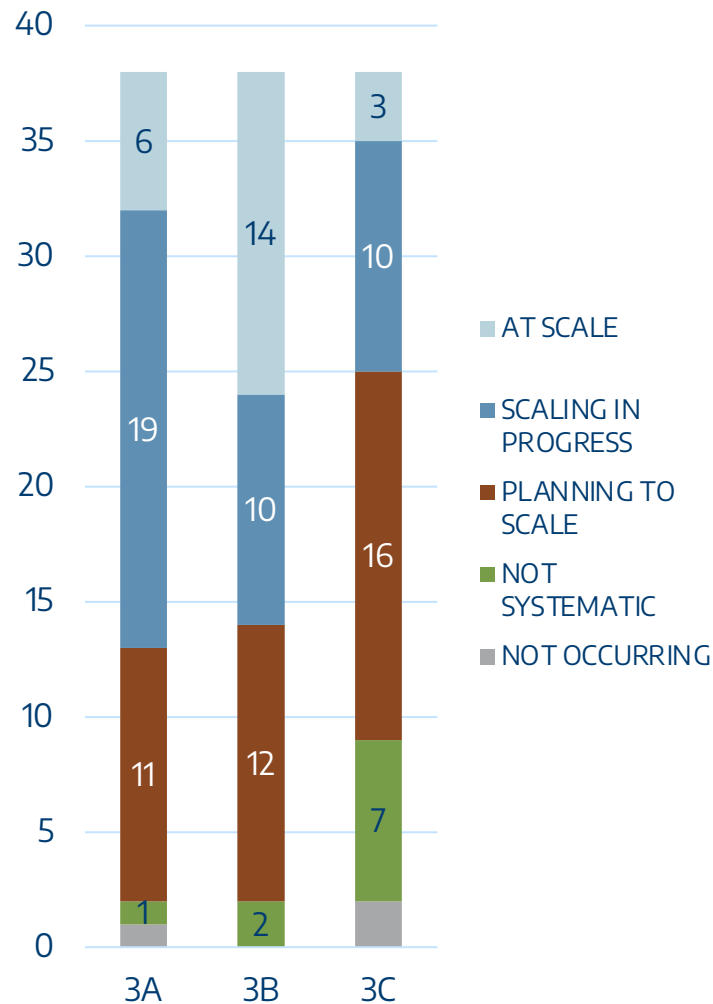
Practice 2F

The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.

Del Mar College partners with over 40 ISDs to offer dual credit. Dual credit students receive intentional advising to choose pathways and create program plans related to their major. DMC does evaluations with parents, counselors, and students in 9th grade and follows up every year to make sure students are on the correct path. High school seniors are invited to campus where they are advised on the value of completing the core, a certificate, or AA/AS/AAS.

Pillar 3: Keeping Students on a Path

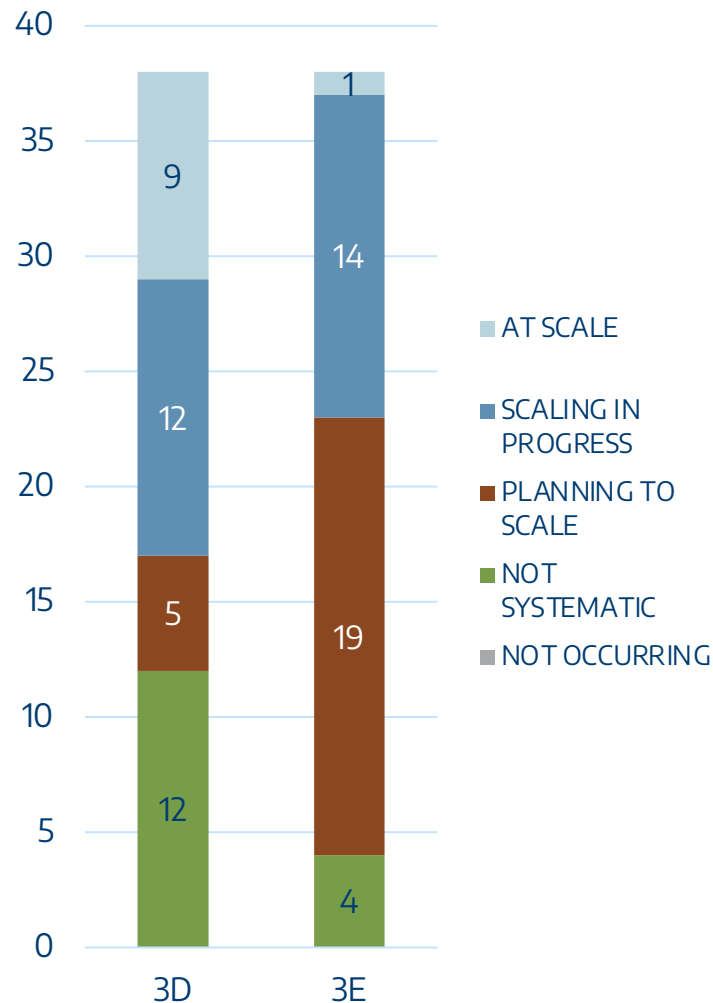
Strengths



Practice 3A	Practice 3B	Practice 3C
<p>Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.</p> <p>Tarrant College advisors have caseloads and they contact students about registration, advising appointments, etc.</p>	<p>Students can easily see how far they have come and what they need to do to complete their program.</p> <p>Every program at Amarillo College has written mandatory tutoring into policy triggered by - failing a test, missing class, etc. - and every faculty member can review the tutoring session.</p>	<p>Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.</p> <p>Alamo Colleges use data to identify issues students may encounter in gateway courses. The data is used to inform the creation and refinement of interventions to support students.</p>

Pillar 3: Keeping Students on a Path

Strengths



Practice 3D

Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career.

At **Alvin Community College**, the Health Pathways Peer Mentoring Experience was timed to occur after students received a denial letter to expose them to the other health programs offered at the college.

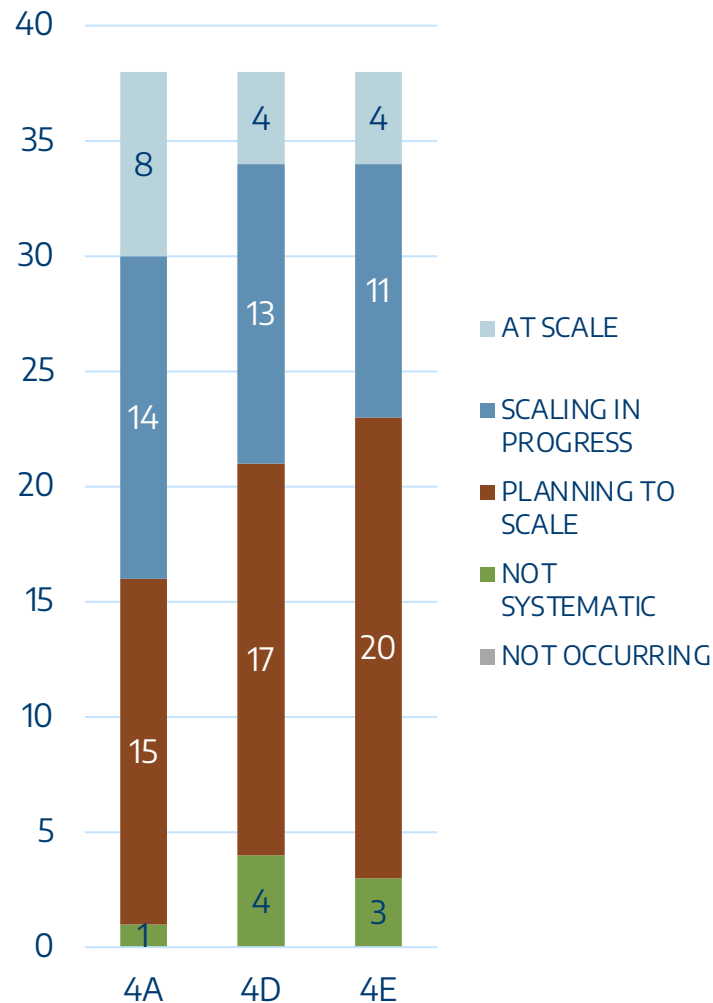
Practice 3E

The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.

Vernon College

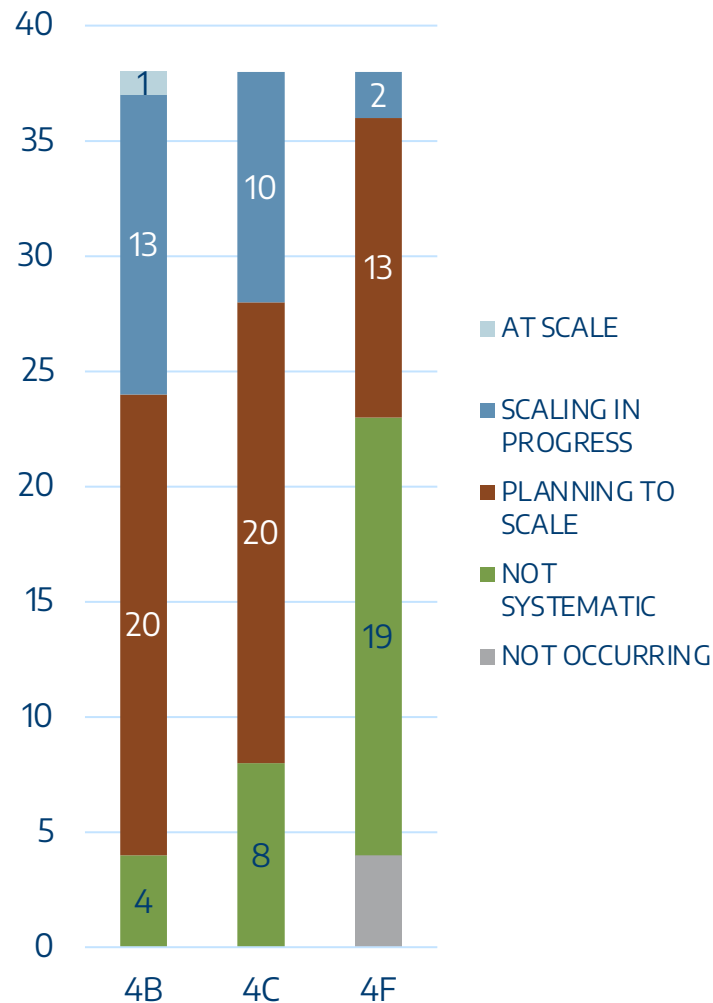
added Acadeum (Digitex) to expand ability for students to take courses out of sequence. This change continued to improve scheduling coordination, Post-Covid, as the college is more able to accommodate students' planning and flexibility.

Pillar 4: Ensuring Students are Learning Strengths



Practice 4A	Practice 4D	Practice 4E
<p>Program learning outcomes (PLOs) are aligned with the requirements for success in the further education and employment outcomes targeted by each program.</p> <p>Paris Junior College has defined PLOs for all academic and workforce programs. PLOs are developed and assessed by teams and available on each program page.</p>	<p>Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.</p> <p>At Austin Community College, there is an extensive process of program review (PLOs), discipline assessment (SLOs), and planning based on those assessments.</p>	<p>Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.</p> <p>The Teaching and Learning Committee at North Central Texas College has a college-wide goal to emphasize teaching - faculty can engage with guest speakers, books, and events focused on high-impact teaching practices.</p>

Pillar 4: Ensuring Students are Learning Strengths



Practice 4B	Practice 4C	Practice 4F
<p>Instruction across programs engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others.</p> <p>McLennan College: Active learning methods are promoted across instruction. The Highlander Undergraduate Research initiative promotes student-based research in the classroom and through independent study.</p>	<p>Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad and other active learning activities that program faculty intentionally embed into coursework.</p> <p>Internships, project-based learning, clinical placement, co-ops, service learning, and other active learning activities are incorporated into all programs at Tyler College.</p>	<p>The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.</p> <p>Alamo Colleges are creating an experiential learning transcript using Campus Labs.</p>

Equity Consideration Themes

Pillar	Themes	SOAA Examples
Mapping Pathways to Student End Goals	<ul style="list-style-type: none">• College website and program pages are easy to navigate• College ensures access to and use of information• Financial costs, potential debt, and economic benefits of program completion (including paths to program-relevant regional employment, projected earnings, and transfer outcomes) are made clear for prospective students.	<ul style="list-style-type: none">• Texarkana College looked at their website from the point of view of a student. They had an “a-ha moment” after realizing navigating the website was a challenge. As a result, the college hired a website designer to restructure the site. They will survey the students using the new website to gather information on the changes.• El Paso Community College worked with their webmaster to embed career exploration and real-time labor market wages on the website for each program of study. The college uses Career Coach to keep data updated.
Helping Students Choose and Enter a Program Pathway	<ul style="list-style-type: none">• For critical program courses, the college disaggregates enrollment, pass rate, and subsequent success data by student characteristics	<ul style="list-style-type: none">• South Texas College had a data summit in Spring 2021 at which all programs used data to identify critical courses linked to student success.• Temple College has done extensive work on their program maps to ensure that critical courses are at the front-end of the student experience. The guided pathways show the courses that are critical to take to progress through the program, and all programs have math and English completed in the first year.

Equity Consideration Themes

Pillar	Themes	SOAA Examples
Keeping Students on Path	<ul style="list-style-type: none">The institution supports advisors to incorporate engaging, proactive, and culturally-relevant advising practices to better support underrepresented students' success in their programs	<ul style="list-style-type: none">Grayson College has 6 pathways and has identified success coaches as advisors in each area.At Alamo Colleges, advisors go through intensive 6- hour training – completed within first year of employment – in human development theory, student development theory, advising theory – also training for working with diverse, special populations, students of color, students with disabilities, and adult students.
Ensuring that Students are Learning	<ul style="list-style-type: none">The college ensures that underrepresented students participate in program-relevant active and experiential learning opportunities.	<ul style="list-style-type: none">Austin Community College, Alamo Colleges and South Texas College are member colleges of the award-winning Catch the Next Ascender program which is a first-year experience program for community college students created to ensure college readiness toward completion and transfer through sustainable culturally relevant pedagogy, navigational support and student engagement.



What's Next? The future of the SOAA

- 2021 SOAA Deliverables:

- Published briefs of SOAA results with college spotlights and recommendations
- Regularly updated guided pathways annotated bibliography

- 2021 SOAA Impact:

- Inform design of Institutes, coaching, and team time strategizing
- Allow for college-to-college learning and networking
- Inform college practice and policy

- Future Research:

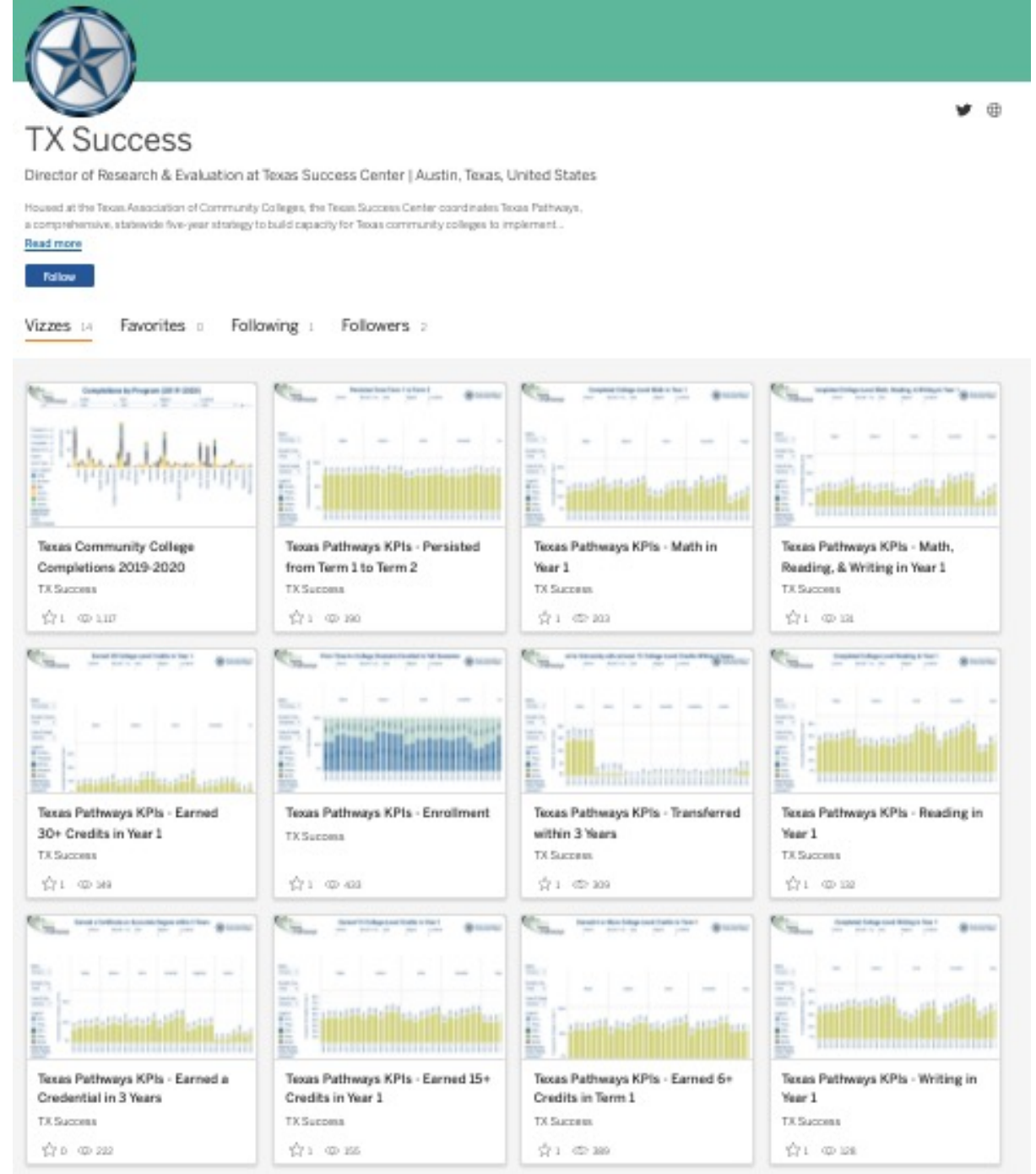
- Examine essential practices related to the rate at which students meet KPIs, earn college credentials—particularly degrees and credentials in fields of high economic value—while also closing gaps for low-income students, students of color, returning adults, and other groups with inequitable outcomes.



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Data Access

- Texas Pathways Key Performance Indicators
- Texas Community College Enrollment by Program Type
- Texas Community College Program Headcount
- Texas Community College Program Completion



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

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





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Broadening Access to High-Wage, High-Demand Health Careers through Dual Credit

Dr. Jordan Utley
Mentor: John Fink
January 11, 2022

"The disproportionate impact of the COVID-19 pandemic among US racial/ethnic minorities ... underscores the urgent need to diversify not only the health care delivery workforce but also the biomedical and health sciences research workforce."

(Matthews et al., 2020)



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Framing the Problem

- When health care providers do not reflect the racial/ethnic composition of communities they serve, patient care suffers with disproportionate impact on communities of color
- Historical enrollments of minority students in the health sciences at Grayson College do not reflect the demographics of the region

What's the potential of high school dual credit to provide a stronger on-ramp into high-demand, high-wage health programs for underrepresented racial/ethnic minorities?



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Broadening Access to High-Wage, High-Demand Health Careers through Dual Credit

Approach:

Descriptive analysis to examine representation along different points of the health professions program pathway in order to identify opportunities for intervention

Deliverables:

1. Plan for strengthening pathway into health for underrepresented students
2. Process to share with colleagues looking to broaden access to health via dual credit at other colleges



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How Well Represented are Hispanic Students among our Health Professions Graduates?

**Hispanic Students:
20% of 2019-20
Graduates across
All Programs at
Grayson College**

**Health Science Graduates
2019-20 Entry Wages**

**5.6% of RN Graduates
\$27.20/hr -- \$56,576**

**5.9% LVN Graduates
\$20.35/hr -- \$42,334**

**11.1% EMS Graduates
\$11.86/hr -- \$24,671**

**17.9% RN-BSN Graduates
\$30.20*/hr -- \$62,816***

**26.7% of Dental Assisting Graduates
\$15.03/hr -- \$31,267**

37.8% enter the
workforce
making less
than
\$32,000/year

Second
Degree**

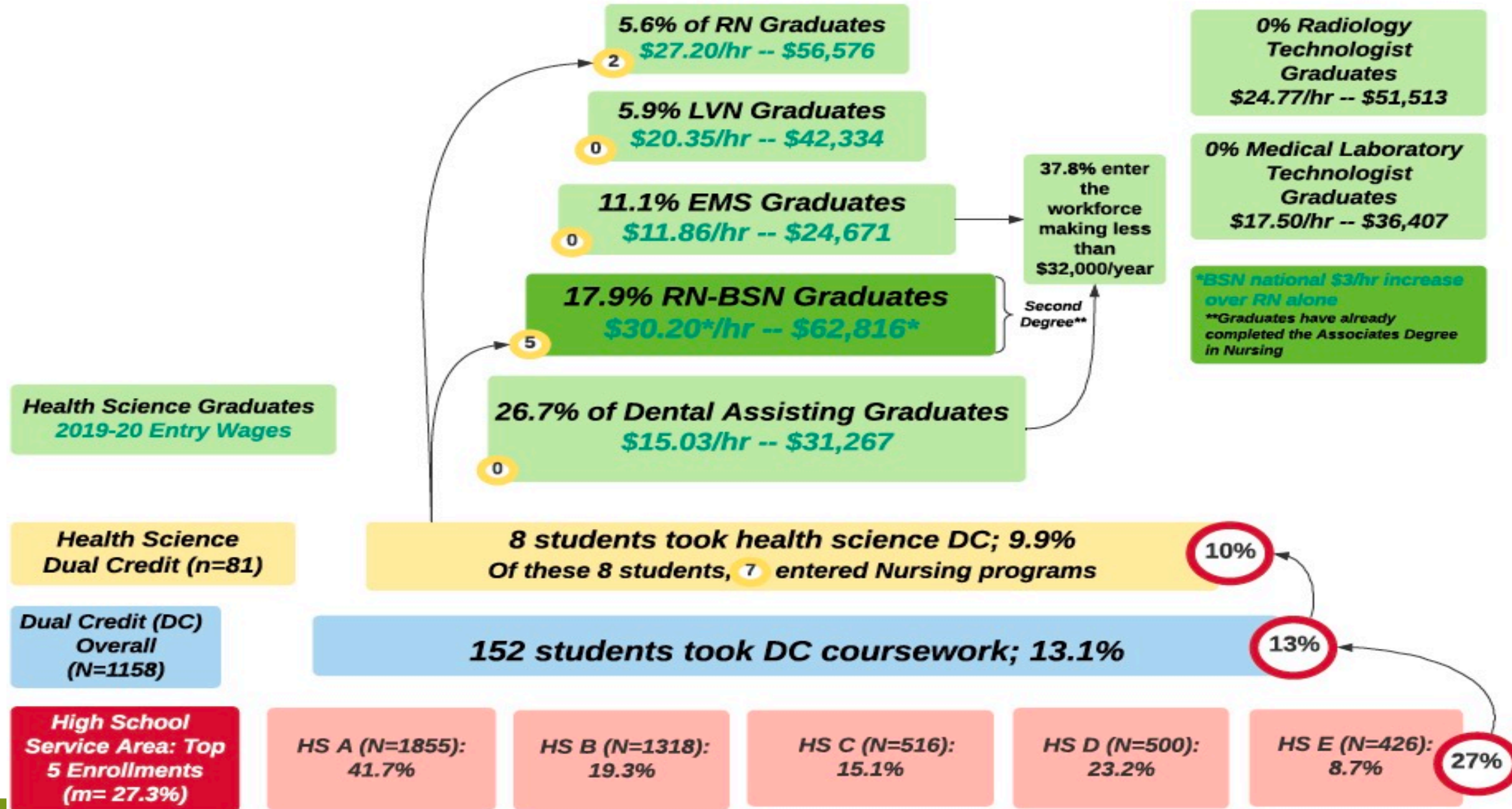
**0% Radiology
Technologist
Graduates
\$24.77/hr -- \$51,513**

**0% Medical Laboratory
Technologist
Graduates
\$17.50/hr -- \$36,407**

***BSN national \$3/hr
increase over RN alone
**Graduates have already
completed the Associates
Degree in Nursing**

How could dual credit be better utilized as an on-ramp into the Health Professions for Hispanic Students?

Preliminary Findings



Key Takeaways

- Hispanic students underrepresented among graduates in high-wage, high-demand (HDHW) health programs
- Hispanic students underrepresented in dual credit overall, and among dual credit course-takers in health sciences
- Yet, 7 out of 8 Hispanic high school students who took a health science course through dual credit continued in Grayson's health programs
- Opportunity to increase representation of Hispanic students in HDHW health programs by increasing participation in health science dual credit coursework



Next Steps

***What can be learned using this process for increasing representation among other subgroups?
(e.g., Hispanic men, African American students, etc.)***





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Thank You!

Dr. Jordan Utley

UtleyJ@Grayson.edu



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Equity In Motion: Scaling the implementation of Ability To Benefit for Adult Education Students in Texas

Michelle Lamons
Dr. Tamara Clunis

1/11/2021

Research Questions

Q1. What are the key elements of exemplar Adult Ed programs utilizing ATB?

Q2. What are the barriers to successful implementation of ATB for AEL students transitioning to community colleges?



Data Collection Plan

- Data Sources:


- Literature Reviews
- COABE Webinars
- Information from states with State-Approved AtB Option-3, US Department of Education: Washington State, Mississippi, and Wisconsin
- US Department of Education: Data for total annual AtB awarded by States, and for Community Colleges in Texas since the 2015 iteration of AtB.

- Data Collection:

- Interviews
- Surveys



2021-22 CCRF Data Methods & Timeline

	Qualitative: Narrative	Quantitative		
January	Create Interview & Survey Questions	Request Data: AtB Award Data, By States and Texas Community Colleges from US Department of Ed		
February	Conduct & Analyze Interviews & Send Survey Questions	Analyze US Department of Ed data		
March	Extrapolate Data & Begin Writing	Extrapolate Data & Create Graphs		
April	<ol style="list-style-type: none"> 1. Meet with 10 Community Colleges & Share AtB Option 3 & willingness to partner 2. Share using Official GED Reasoning Through Language Arts as the approved testing assessment with the ability to benefit 3. Write article 	Request GED Manager Reasoning Through Language Arts Data from partnering community colleges		
May	<ol style="list-style-type: none"> 1. Meet with 10 Community Colleges & Share AtB Option 3 proposal 2. Begin article review and editing process 	Extrapolate Data & Create Graphs for GED Language Arts test scores		
Jun	<ol style="list-style-type: none"> 1. Finalize AtB Option 3 Proposal 2. Finalize Article 			
July	<ol style="list-style-type: none"> 1. Submit AtB Option 3 to US Department of Ed 2. Submit Article 			
August			 Texas Success Center	

Proposed Deliverables

- Article showcasing exemplar Adult Education Programs Utilizing ATB
- ATB Tool Kit
- Completed forms to Submit ATB State-Approved Option-3 for Texas to the US Department of Education.





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Thank You!

Michelle Lamons

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Promising Features of Short-Term Credentials: An Evaluative Framework

Susan Goll

Lindsay Daugherty

January 11, 2022



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Research Questions

1. What features of short-term credential programs might be associated with improved student outcomes?
2. Which promising features identified in RQ1 are captured in the TRUE inventory? How might the TRUE inventory be refined or expanded 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 policy and practice as the initiative is scaled?



Literature and/or Practitioner Review

- An initial set of promising features has been identified based on the literature review.
- Practitioner reviews and expert interviews are being conducted to solicit feedback on the promising features set:
 - **November 2021**
 - Martha Ellis (TSC, ATD, UT) & Andres Alcantar (former TWC Chair)
 - **January/February 2022 (proposed)**
 - Iris Palmer (New America Foundation)
 - Nan Travers (SUNY)
 - Michelle Van Noy (Rutgers)
 - Brett Visger (ESG, former Ohio Dept of HE)



Data Collection Plan

RQ	Research Question	Measure(s)	Sample	Collection Method
1	What features of short-term credential programs might be associated with improved student outcomes?	Feature is mentioned in the literature as having either a statistical or qualitative impact on credential of value completion across demographic groups.	Studies identified in lit review, some for specific CCs in OH & CA; expert feedback on PFs selected scholars, CC practitioners, and employers.	Literature review; expert interviews
2	Which promising features identified in RQ1 are captured in the TRUE inventory? How might the TRUE inventory be refined or expanded to capture additional evidence on these features?	Evidence of promising features (PFs) included in TRUE inventory data	Short-Term Credentials (STCs) identified in TRUE inventory	(1) Extract selected data files from TRUE inventory; (2) Interview TACC, THECB, and institutional leaders regarding the TRUE inventory as a means of capturing promising features.
3	To what extent are TRUE credentials being developed with promising features?	Number of PFs in TRUE credentials pilot programs	TRUE credentials pilot programs	TRUE Inventory review; Draw on existing qualitative data;
4	How can the TRUE inventory be maintained and used to inform policy and practice as the initiative is scaled?	Impact of TRUE inventory data on STC design and implementation	Practitioners involved in development and implementation of TRUE pilot credentials;	Interviews with key stakeholders and college administrators



Analysis Plan

RQ	Timeline	Data Analysis	Deliverable Format
1	May - Oct 2021	Identifying promising features (PFs) from literature review.	List of Promising Features
2	Dec 2021 - Jan 2022	Review of dataset content [SPSS (descriptive statistics; analytic model TBD)]	Features table/matrix
3	Dec 2021 - Feb 2022	SPSS (descriptive statistics; analytic model TBD); qualitative data gathered as part of TRUE credentials initiative.	Qualitative findings mapped to features table/matrix
4	Feb - Apr 2022	Qualitative data analysis	Agenda for future research.



Preliminary Findings

Promising Features—Program Design

	FEATURE	POTENTIAL MEASURE(S)
	Program Design	
1	Credential is built to stack with other educational programs in the same college	<ul style="list-style-type: none"> • <i>Embedded in an associate's degree (i.e., vertical stacking opportunities)</i> • <i>Shared coursework with other certificates (i.e., horizontal stacking opportunities)</i>
2	Credential is built to stack with educational programs in other colleges	<ul style="list-style-type: none"> • <i>Bilateral or statewide articulation agreement in place</i>
3	Credential is aligned with industry certifications/credentials	<ul style="list-style-type: none"> • <i>Student is prepared for an industry certification or license upon program completion</i>
4	Credential provides opportunities to build on prior learning	<ul style="list-style-type: none"> • <i>Program offers prior learning assessment (PLA)</i> • <i>Program builds on continuing education (CE)</i>



Preliminary Findings

Promising Features—*Student Experience*

	FEATURE	POTENTIAL MEASURE(S)
	<i>Student Experience</i>	
5	Credential stacking opportunities are transparent to students	<ul style="list-style-type: none"> • College website clearly presents a program map that shows how credentials stack with other credentials • Students are aware of stackable opportunities
6	Delivery modalities and schedules facilitate participation by diverse learners	<ul style="list-style-type: none"> • Courses are offered online • Courses are offered on nights and/or weekends
7	Credential labor market outcomes are presented to students	<ul style="list-style-type: none"> • College website clearly presents data on jobs associated with credential and earnings data for those jobs • Students are aware of job and earnings outcomes
8	Advising and learning supports are the same as for degree-seeking students	<ul style="list-style-type: none"> • Non-degree students receive an ID number and are tracked in the student information system • Students in the program can receive tutoring • Students are assigned an adviser



Preliminary Findings

Promising Features—Outcomes

	FEATURE	POTENTIAL MEASURE(S)
	Outcomes	
9	Credential completion leads to livable-wage employment	<ul style="list-style-type: none"> • <i>Job most associated with credential has a annual wage of at least \$##,### [TBD]</i>
10	Credential completers go on to earn other credentials	<ul style="list-style-type: none"> • <i>At least X% of credential completers go on to earn another credential within Y years</i>
11	Credential contributes to equity in postsecondary credential attainment	<ul style="list-style-type: none"> • <i>Historically underrepresented students are represented in greater percentages among credential (of value) completers than their representation among all postsecondary credential completers</i>



Proposed Deliverables

- A set of **evidence-based promising features** that can be used to guide short-term credentials programming and evaluation at Texas community colleges
- A list of **recommendations** for adapting the TRUE Inventory as an ongoing data collection tool
- A **policy framework** that can be used to inform state-wide funding priorities



Selected References

Daugherty, L., Kramer, J., Anderson, D., & Bozick, R. (2020). *Stacking Educational Credentials in Ohio, Pathways Through Postsecondary Education in Health Care, Manufacturing and Engineering Technology, and Information Technology*. RAND Corporation Research Report.

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Rios-Aguilar, C., Wells, R., Bills, D., & Lopez, D. (2018). The (Mis)match Between Sub-Baccalaureate Credentials and Middle-Skill Jobs: A Community College Spatial Research Agenda. *New Directions for Institutional Research*, 2018(180), 39-58. <https://doi:10.1002/ir.20285>



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Thank You!

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What milestones do
displaced workers
achieve when they
enroll in a community
college?

An event-study
analysis to understand
intermediate and
long-term outcomes
for displaced workers.



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Jackson Yan
Lauren Schudde

01/11/2022

Research Questions

1. How is the attainment of intermediate milestones associated with earning a credential?
2. How is the attainment of intermediate milestones associated with likelihood of finding reemployment for displaced workers enrolled at a community college?
3. How is the timing of completing intermediate milestones associated with long-term outcomes such as earning a credential or finding reemployment for displaced workers enrolled at a community college?



Literature and/or Practitioner Review

- Some studies that have broadly focused on **labor market returns** for enrolling in a community college examined how **different types of credentials** (Jepsen et al., 2014), **units earned** (Schudde & Shea, 2021) or **program of study** (Bahr, 2019) influenced **wage outcomes**.
- Other studies examined the **labor market returns for displaced workers** who subsequently enrolled in a community college (Jacobsen et al., 2005).
- Additional research examined the **relationship between economic conditions and student enrollment** in a community college (Betts & McFarland, 1995; Hillman & Orians, 2013).
- A **predictor of future unemployment** is prior unemployment (Arulampalam et al., 2001) and displaced workers can benefit from investment in human capital.



Literature and/or Practitioner Review

What we know:

Research niche:

What we know:

The relationship between economic conditions and community college enrollment.

?

1. What intermediate academic milestones do students achieve while enrolled in a community college?
2. How are these milestones associated with longer-term outcomes?

The relationship between enrollment in a community college and labor market outcomes.



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Data Collection Plan

- **Data Sources:** Education Research Center
 - Wage Data
 - Enrollment data
 - Financial Aid
- **Sample Restrictions:**
 - Ages 21-60
 - Must have at least 12 consecutive periods (3 years) of wage data between 2006-2010 &
 - Subsequently, 2 consecutive periods (1 year) without wages



Analysis Plan

Methods:

- Descriptive statistics
- Event-study analysis
 - Estimate the relationship between the timing of achieving short-term academic milestones (earned 10 and 20 units in the first year, completion of 25%, 50%, 75% of program) and acquisition of a credential and subsequent employment.



Analysis Plan

Timeline:

- Sample has been determined based on prior restrictions and can report descriptive statistics

Additional Short-term Goals:

- By February 2022- draft intro, literature review, and theoretical framework
- By March 2022- finalize models
- By April 2022- draft results and conclusion
- By June 2022- send draft to supervisor
- By July 2022 - send final draft to supervisor



Preliminary Findings

Descriptive Statistic

	mean	min	max
Race			
White	0.39	0	1
African American	0.23	0	1
Latinx	0.16	0	1
Asian American	0.02	0	1
Indigenous	0.01	0	1
Multiracial	0.17	0	1
Pacific Islander	<0.01	0	1
Unknown	0.02	0	1
International	<0.01	0	0
Gender	0.61	0	1
Age	32.41	21	60
Goals			
AA	0.5	0	1
Certificate	0.11	0	1
Transfer	0.18	0	1
Work Related	0.08	0	1
Enrichment	0.03	0	1
BA	<0.01	0	1
N/A	<0.01	0	1
Observations	22789		



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Proposed Deliverables

Deliverables

- Write a white paper suitable for publication in an academic journal
- A final draft of the white paper will be submitted to my supervisor by July of 2022.



References

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- Bahr, P. R. (2019). The Labor Market Returns to a Community College Education for Noncompleting Students. *The Journal of Higher Education*, 90(2), 210–243.
- Betts, J. R., & McFarland, L. L. (1995). Safe port in a storm: The impact of labor market conditions on community college enrollments. *Journal of Human Resources*, 741–765.
- Hillman, N. W., & Orians, E. L. (2013). Community colleges and labor market conditions: How does enrollment demand change relative to local unemployment rates? *Research in Higher Education*, 54(7), 765–780.
- Jacobson, L., LaLonde, R., & Sullivan, D. G. (2005). Estimating the returns to community college schooling for displaced workers. *Journal of Econometrics*, 125(1-2 SPEC. ISS.), 271–304.
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- Schudde, L., & Shea, M. (2021). Heterogeneity in the Returns to Credits for Public Two-Year College Entrants. *Research in Higher Education*, 1–31.





Texas Success Center

Thank You!

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Transforming Learning Frameworks

Channell Cook

Mentor: Afi Wiggins

January 11, 2022



Texas Success Center

Project Review

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



Research Questions

- Does the new curriculum:
 - Create a more ideal student experience for first year college students?
 - Meet the needs of technical, academic, traditional, non-traditional, and dual credit students more universally?
 - Increases student success in this course and future gateway courses?
- Does the use of Self-Regulated Learning:
 - Increase overall satisfaction with the course?
 - Impact this course significantly enough to encourage faculty in other disciplines to incorporate the practice in their courses?



Data Collection

- **Data Sources:** Student Surveys
- **Data Collection:** Began Fall 2021
 - Collected student voices from 16 sections. (new curriculum only)
 - Total of 155 Surveys completed from 269 total enrollments.



Surveys

- Retro Pre/Post Survey.
- Administered as final task of course.
- Will continue surveys for at least 1 year.



Preliminary Findings

- Students described an increase of understanding of a variety of Student Support Services.
- Students described an increase in their sense of belonging at Lee College.
 - 11% increase in feeling accepted by faculty.
 - 9% increase in feeling accepted by peers.
- Students described greater confidence in their personal financial literacy.
 - 12% increase in confidence with financial literacy



Preliminary Findings

- Students described an increase of confidence in their ability to succeed in college.
 - 9.75% increase.
- Students described a better understanding of what major to study.
 - 11% increase in understanding what they wanted to study.
- Students described greater understanding of which study strategies work best for them.
 - 19.5% increase.



Student Voices

"This class is very helpful, in this class we can realize what we really need to stay motivated, to find resources that help us to keep going on our college path, and in life really. Definitely make sure that all students are aware of these resources because they may not know about them and not be able to use them. These resources were a big help to me personally."

"I like that this class is very inclusive of everybody and is made to be a safe space for people of all walks of life and all personalities, which isn't always something you experience in public places. It was a nice change of pace, and I hope that current and future students feel the same way."



Student Voices

"I enjoyed the class overall, I feel like I learned a lot of valuable things. I learned to be more responsible financially and I learned about other things such as cultural wealth, and finding out what degree I need for my career. Which was very helpful to me."

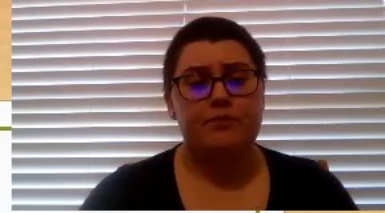
"Overall I think EDUC 1200 is a great course, and I had a really good teacher. Being that this was my first semester back at college in about 3 years, it was a confidence boost. And it helped me feel like I could actually accomplish my goal of graduating from college. I would definitely recommend anyone to take this class because I think everyone could gain something from it."



Proposed Deliverables

- Course syllabus.
- Survey questions.
- Data collected from student survey.





Personal Growth

- Learned how to effectively budget
- Learned Self-Care
- Gained time management skills



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Thank You!

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

Newman Wong

Mentor: Kasey Klepfer

January 11, 2022



Texas Success Center

Research Questions

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



Literature and/or Practitioner Review

- **Impact of COVID-19 on college students**
 - Financial instability (Jones et al., 2021; Lederer et al., 2021)
 - Mental health (Fruehwirth et al., 2021; Hawley et al., 2021; Jones et al., 2021; Prokes & Housel, 2021)
 - Learning barriers (Gillis & Krull, 2020; Jones et al., 2021; Lederer et al., 2021; Prokes & Housel, 2021)
 - Varied by student demographics (Gillis & Krull, 2021)
- **Opportunities and implications**
 - New perspectives (Mucci-Ferris et al., 2021)
 - Ways of connecting (Mucci-Ferris et al., 2021)
 - Academics (Mucci-Ferris et al., 2021; Prokes & Housel, 2021)
 - Student support services (Fruehwirth et al., 2021; Hawley et al., 2021; Jones et al., 2021; Mucci-Ferris et al., 2021; Prokes & Housel, 2021)



Data Collection Plan

- **Data sources:**

- TACC College Student Resources Check-in Survey administered at the beginning of the pandemic between late March and April 2020
- Texas Pathways 2021 Scale of Adoption Assessment (SOAA)

- **Sample information:**

- TACC College Student Resources Check-in Survey
 - 27,629 responses after data cleaning
 - Representing all 50 community colleges
- Texas Pathways 2021 SOAA
 - Ratings of 37 colleges were validated by TSC staff



Analysis Plan

Methods:

- Quantitative
 - Crosstabs, ANOVA, t-tests
 - Possibly regressions
- Qualitative
 - Possibly case studies and interviews

Timeline:

- Finalize methods by February



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Preliminary Findings

- **Dependent variables:**

- Stop-out: Leave college temporarily
- Drop-out: Leave college permanently
- Responses:
 - Ranging from “Very unlikely” (1) to “Very likely” (5)

- **Independent variables:**

- TSC validated SOAA ratings
 - Ranging from “Not occurring” (1) to “At scale” (5)



Preliminary Findings

Pillar 1. Mapping Pathways to Student End Goals

	SOAA ratings of 4 & 5 vs.1-3	SOAA ratings of 5 vs.1-4	SOAA ratings of 4 & 5 vs.1-3	SOAA ratings of 5 vs.1-4
Practice	Significant difference in Stop-out	Significant difference in Stop-out	Significant difference in Drop-out	Significant difference in Drop-out
1A		x		x
1B	4/5>1-3			x
1C				
1D	4/5>1-3	x	4/5>1-3	
1E				



Preliminary Findings

Pillar 2. Helping Students Choose and Enter a Pathway

	SOAA ratings of 4 & 5 vs.1-3	SOAA ratings of 5 vs.1-4	SOAA ratings of 4 & 5 vs.1-3	SOAA ratings of 5 vs.1-4
Practice	Significant difference in Stop-out	Significant difference in Stop-out	Significant difference in Drop-out	Significant difference in Drop-out
2A		x		x
2B	x		x	
2C				
2D		x		
2E	x	x		x
2F	4/5>1-3	4/5>1-3		



Preliminary Findings

Pillar 3. Keeping Students on Path

	SOAA ratings of 4 & 5 vs.1-3	SOAA ratings of 5 vs.1-4	SOAA ratings of 4 & 5 vs.1-3	SOAA ratings of 5 vs.1-4
Practice	Significant difference in Stop-out	Significant difference in Stop-out	Significant difference in Drop-out	Significant difference in Drop-out
3A		x		x
3B				
3C	x		x	
3D	x		x	
3E	4/5>1-3			



Preliminary Findings

Pillar 4. Ensuring Students are Learning

	SOAA ratings of 4 & 5 vs.1-3	SOAA ratings of 5 vs.1-4	SOAA ratings of 4 & 5 vs.1-3	SOAA ratings of 5 vs.1-4
Practice	Significant difference in Stop-out	Significant difference in Stop-out	Significant difference in Drop-out	Significant difference in Drop-out
4A				x
4B	x			
4C	x	No test	x	No test
4D		x		x
4E	4/5>1-3	x		x
4F		No test		No test
4G	x	x		



Proposed Deliverables

- Paper/ Report
- Case study briefs



References

- Fruehwirth, J. C., Biswas, S., & Perreira, K. (2021). The Covid-19 pandemic and mental health of first-year college students: Examining the effect of Covid-19 stressors using longitudinal data. *PLOS ONE*, <https://doi.org/10.1371/journal.pone.0247999>
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- Mucci-Ferris, M., Grabsch, D. K., Bobo, A. (2021). Positives, negatives, and opportunities arising in the undergraduate experience during the COVID-19 pandemic. *Journal of College Student Development*, 65(2), 203-218. <https://doi.org/10.1353/csd.2021.0017>
- Prokes, C., & Housel, J. (2021). Community college student perceptions of remote learning shifts due to COVID-19. *TechTrends*, 65, 576–588. <https://doi.org/10.1007/s11528-021-00587-8>



Thank you!
I look forward to feedback on my project.



Texas Success Center



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Thank You!

Newman Wong

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BREAK



Small Group Discussion

- The moderator will welcome the small group members in the breakout room.
- Each fellow will have **30 minutes** to discuss their project with group members.
- The moderator will give a five-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.





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?



Next steps for CCRFs

- **Monthly in Spring 2022**

- Check-ins with mentor (and Kristina as requested) to review data collection and project progress

- **April 6 - 8, 2022**

- Texas Pathways Institute in Houston, TX

- **Late May/Early June 2022**

- Check-in with Kristina to review draft deliverables

- **July 2022**

- KDSC Meeting Prep with Kristina

- **July 28, 2022**

- KDSC Meeting in Austin, TX



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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!
- Please save the date for the next in-person KDSC Meeting on **Thursday, July 28, 2022**, at the TACC offices in downtown Austin!



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Texas Success Center Team



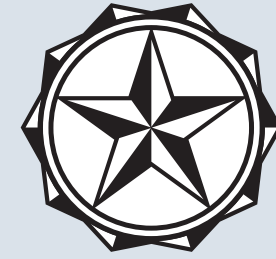
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Texas Pathways Resources

- **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!