Texas Pathways:

Knowledge Development Steering Committee Meeting

Texas Success Center

July 28, 2022

Agenda

- Welcome and Introductions

- Knowledge Development Overview

- Community College Research Fellow Project Summaries

- Lunch Break

- Student Voices: Focus Group Report

- Small Group Breakouts

- The Future of Texas Pathways

- Final Remarks and Closing

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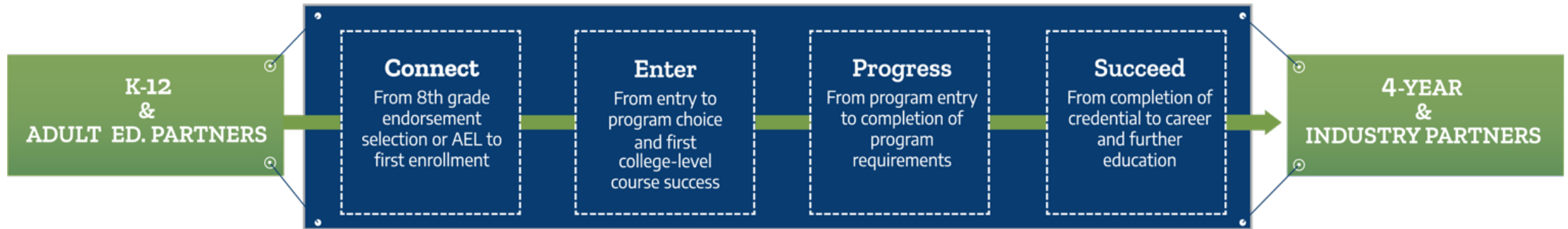
- **build the knowledge base** concerning Texas Pathways reform efforts,
- **enhance the impact** of community colleges' Texas Pathways strategies, and
- **increase Texas community college research capacities**.

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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:

| K-12 & ADULT ED. PARTNERS | **Connect** From 8th grade endorsement selection or AEL to first enrollment | **Enter** From entry to program choice and first college-level course success | **Progress** From program entry to completion of program requirements | **Succeed** From completion of credential to career and further education | 4-YEAR & INDUSTRY PARTNERS |

- An examination of equity within the college implementation and student experience of Texas Pathways will be a theme throughout each project.
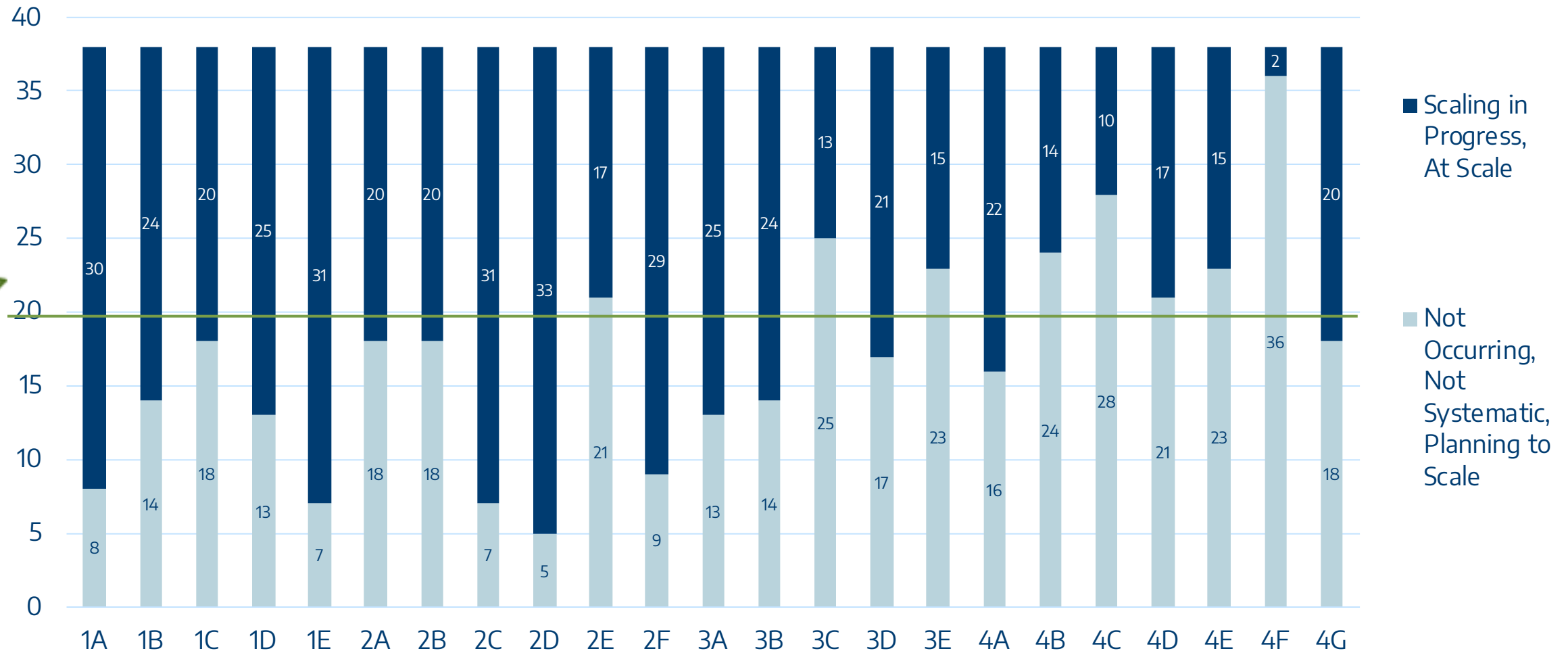
Are Texas community colleges implementing and scaling essential practices of the systemic reform model?

2021 Scale of Adoption Assessment

Texas community colleges are meeting or exceeding collective goals in 15 of 23 measures

Number of Colleges at Each Level of Adoption (N=38)

Progress Scaling Texas Pathways:
Pillar Briefs

Progress Scaling Texas Pathways
Pillar 1: Mapping Pathways to Student End Goals

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Overview

The first pillar of the Texas Pathways strategy outlines the essential practices to map coherent pathways to student end goals. Most colleges began implementing guided pathways by identifying broad areas of study known as meta-majors and mapping programs within each meta-major. Program maps are used internally for student planning and externally to market program plans. Maps are customized with the student end goal in mind: transfer to a university or entry into the workforce. In this brief, we report the scale of implementation of Pillar 1 practices, examples of college practices, and recommendations for continued progress.

July 2022

Progress Scaling Texas Pathways
Pillar 3: Keeping Students on Path

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Overview

The third pillar of the Texas Pathways strategy outlines the essential practices necessary to keep students progressing on their program pathways. Colleges are innovative in the ways in which they support students on their paths. Advising and student support is occurring during outreach, onboarding, registration periods, in-semesters, between-semesters, and with advisors, coaches, program coordinators, faculty, and mentors. In this brief, we report the scale of implementation of Pillar 3 practices, examples of college practices, and recommendations for continued progress.

March 2022

Progress Scaling Texas Pathways
Pillar 4 – Ensuring Students are Learning

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Overview

The fourth pillar of the Texas Pathways strategy outlines the essential practices that support student learning in coursework and across program plans. Upon program completion, students should be equipped with the knowledge and skills required for success in employment and further education in a given field. To ensure students are learning, Texas community colleges are defining program learning outcomes and supporting teaching strategies to create engaging courses across programs. In this brief, we report the scale of implementation of the Pillar 4 practices, examples of college practices, and recommendations for continued progress.
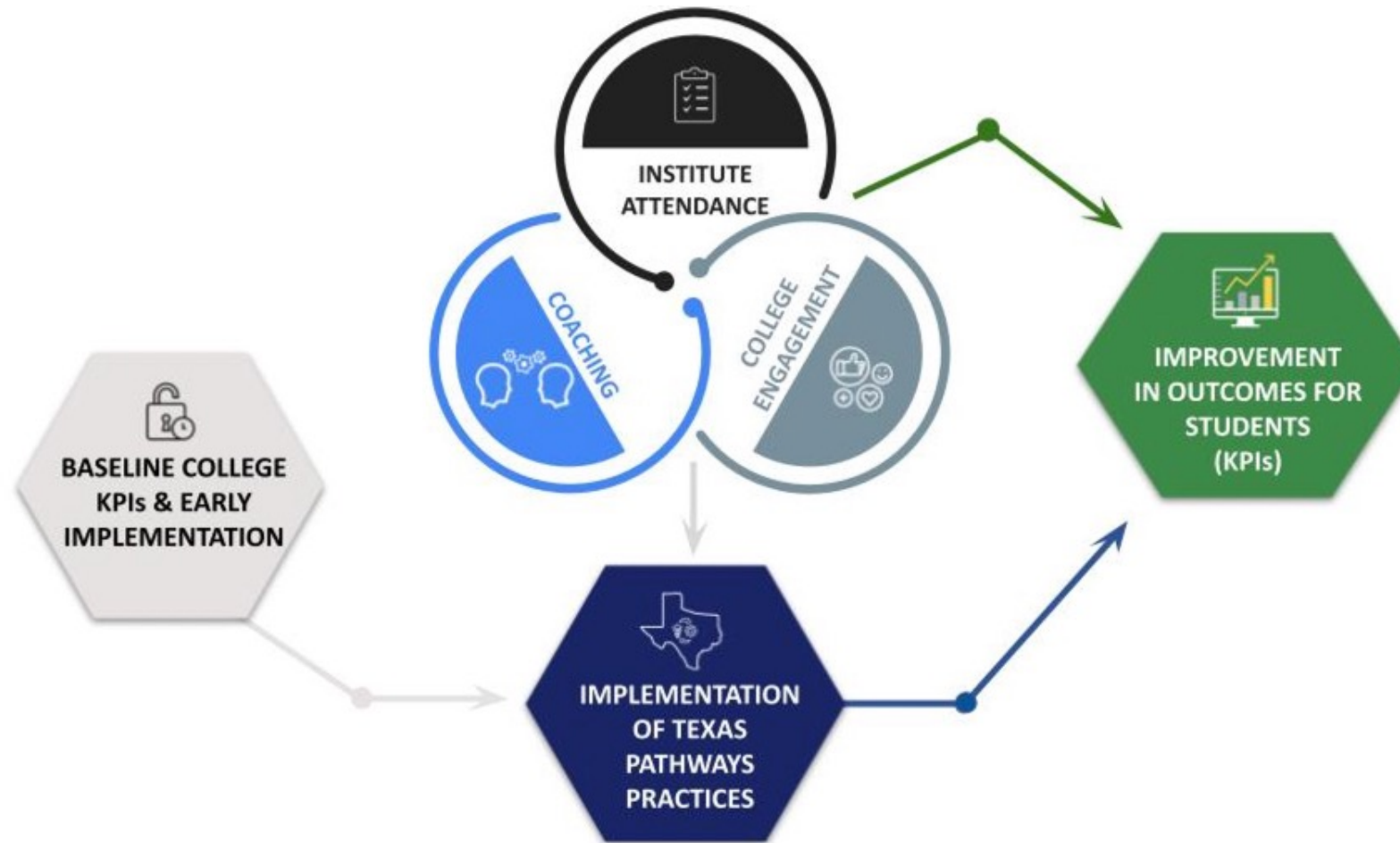
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To what extent did the services provided by the Texas Success Center lead to implementation of Texas Pathways essential practices?
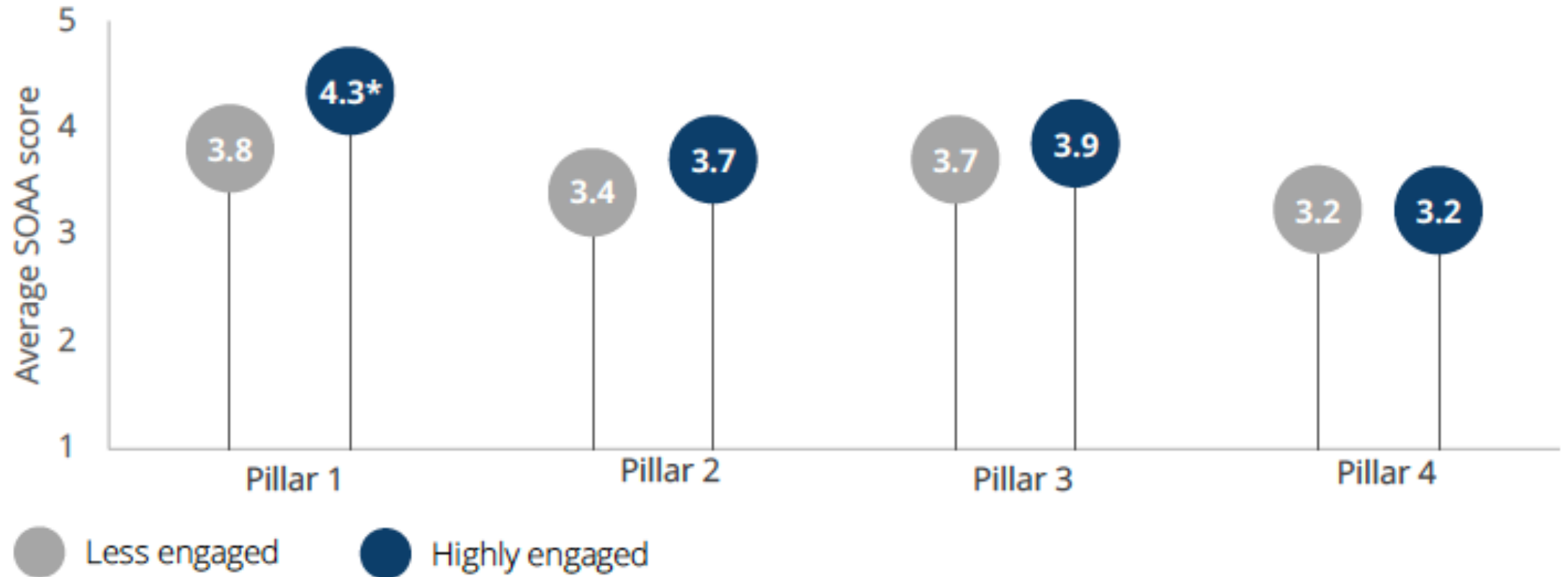
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Evaluation Theory of Change

What characteristics of the community colleges were related to implementation

of Texas Pathways essential practices?

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Engagement:
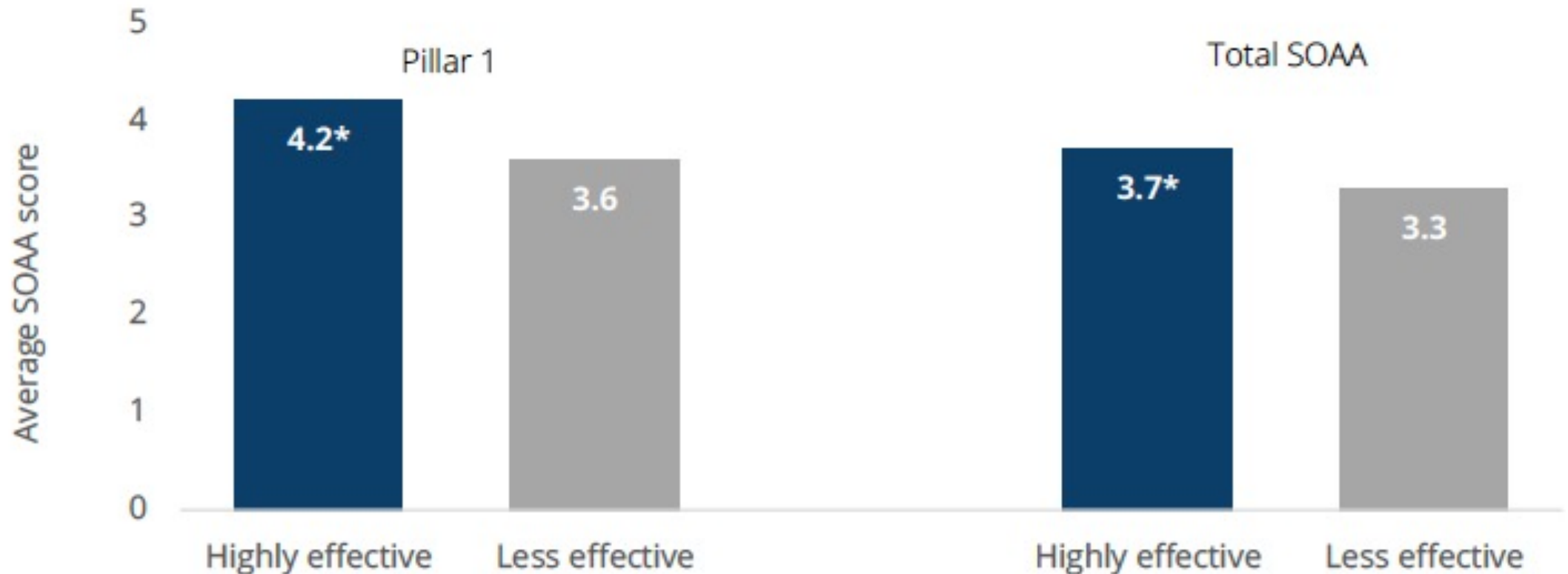## Highly Engaged Colleges had higher Pillar 1 Scores

Note. * indicates significant difference at p < .05
Sources. 2021 SOAA; 2022 Engagement survey, Shore Research

Coaching:

Colleges with highly effective coaches had higher Pillar 1 and Total scores

Note. * indicates significant difference at p < .05
Sources. 2021 SOAA and 2022 Coaching Survey, Shore Research

Is the extent and/or quality of implementation related to improvement in

Key Performance Indicators (KPIs)?

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Impact of Texas Pathways Strategy
More Students Are Meeting Early Momentum Milestones

	Early Momentum Metric	2015 %	2018 %	2020 %	Percentage Change 2015-2020	Percentage Point Difference 2015 - 2020
Enter	Earned 6+ credits in Term 1	58%	64%	65%	12%	+7%***
	Completed Math in Year 1	29%	34%	38%	30%	+9%***
	Completed Reading in Year 1	54%	59%	58%	8%	+4%***
	Completed Writing in Year 1	46%	53%	53%	15%	+7%***
	Completed All Subjects in Year 1	20%	25%	28%	39%	+8%***
Progress	Persisted from Term 1 to 2	76%	76%	72%	-5%	-4%***
	Earned 15+ credits in Year 1	44%	48%	50%	13%	+6%***
	Earned 30+ credits in Year 1	8%	9%	11%	40%	+3%***

Note. *** p < .001, N = 50 community college districts

More students are **completing college math** in the first year.
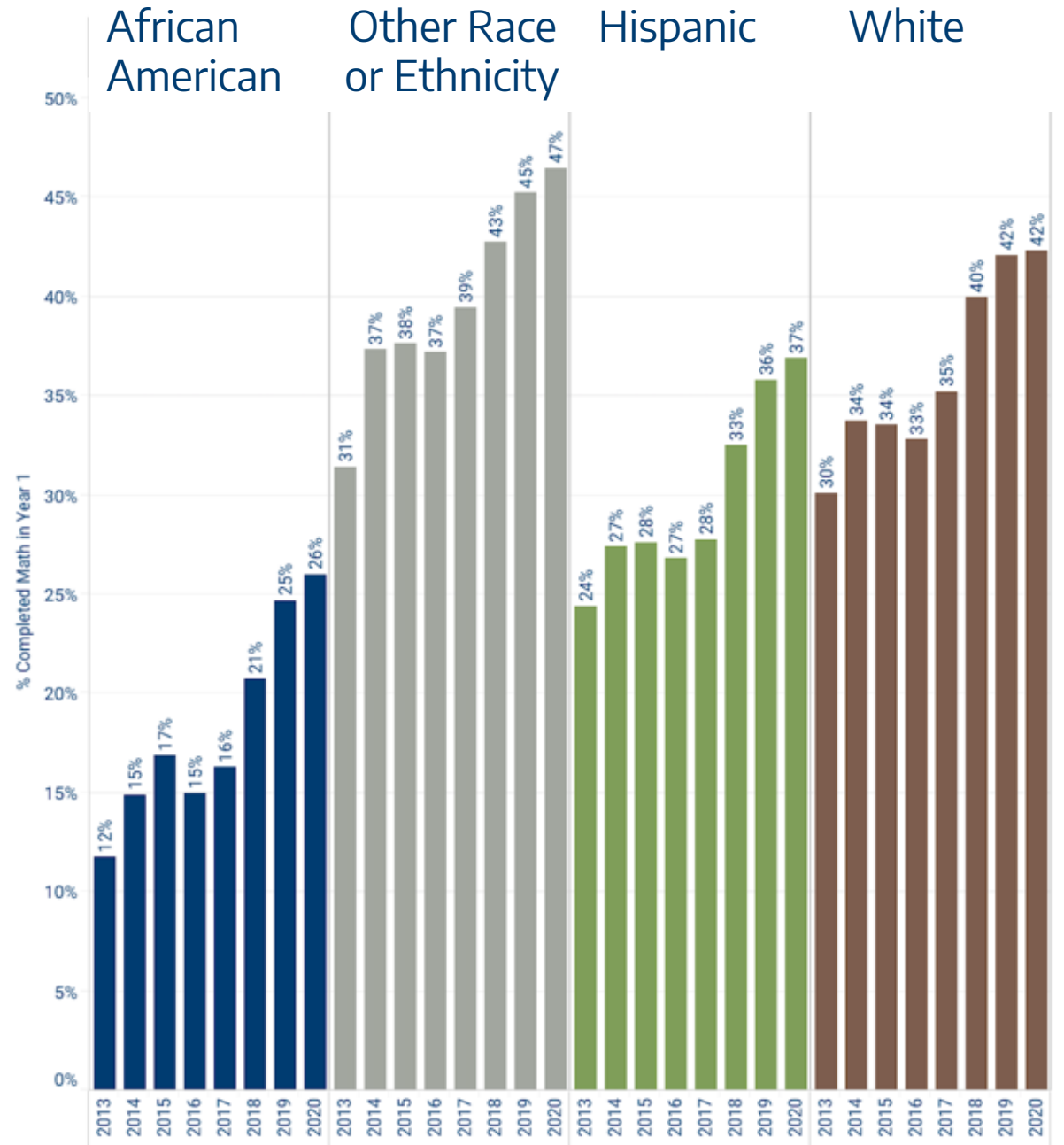
Knowledge Development: Next Steps

- Conclusion of **Round 2 Research Fellow Projects**
- Development of **Round 3 Knowledge Development Agenda** and Strategy
- **Evolving evaluation** processes and analyses
- Ongoing research collaborations
  - **Community College Research Center**
    - Dual Enrollment Equity Pathways
  - **Lightcast (EMSI-Burning Glass)**
    - Regional Key Occupations and Career Pathways
  - **Texas Schools Project**
    - Part-Time Students
    - Pandemic Recovery
    - Mental Health
  - **World Education, Inc.**
    - Ability to Benefit

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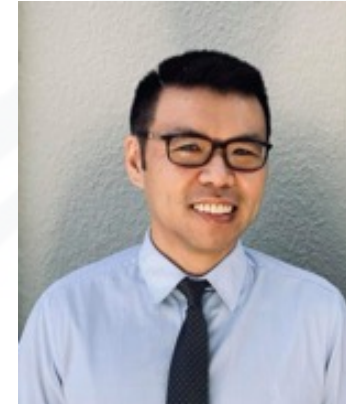
Newman Wong,
M.A., M.B.A.

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 to Summer 2022	Produce a set of research-focused and/or practitioner-facing deliverables

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Promising Features for Evaluating TRUE Credentials

Susan Goll

Houston Community College/
University of Houston

July 28, 2022

Mentor: Lindsay Daugherty

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Section 1 Project Overview

1. Identifies a set of promising features of short-term credentials based on a literature review and feedback from experts and practitioners:
   - Martha Ellis (TSC, ATD, UT), Andres Alcantar (TSC, former TWC), KDSC members;
   - Iris Palmer (New America Foundation), Nan Travers (SUNY), Michelle Van Noy (Rutgers); Brett Visger (ESG, former Ohio Dept of HE)
2. Offers recommendations for TRUE Inventory follow-up data collection.
3. Offers recommendations for TRUE credentials program evaluation based on the promising features set.

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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?

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Promising Features—*Program Design*

	FEATURE	POTENTIAL MEASURE(S)	POSSIBLE DATA SOURCES
	Program Design		
1	**Credential is built to stack with other educational programs in the same college**	• Embedded in an associate's degree (i.e., vertical stacking opportunities) • Shared coursework with other certificates (i.e., horizontal stacking opportunities)	*Program reporting form/ survey, higher ed agency data*
2	**Credential is built to stack with educational programs in other colleges**	• Bilateral or statewide articulation agreement in place	*Program reporting form/ survey, higher ed agency data*
3	**Credential is aligned with industry certifications/credentials**	• Student is prepared for an industry certification or license upon program completion	*Program reporting form/ survey*
4	**Credential provides opportunities to build on prior learning**	• Program offers prior learning assessment (PLA) • Program builds on continuing education (CE)	*Program reporting form/ survey*

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Promising Features—*Student Experience*

	FEATURE	POTENTIAL MEASURE(S)	POSSIBLE DATA SOURCES
	Student Experience		
5	**Credential stacking opportunities are transparent to students**	• College website clearly presents a program map that shows how credentials stack with other credentials • Students are aware of stackable opportunities	*Program reporting form/ survey, website scan, marketing materials, student interviews or survey*
6	**Delivery modalities and schedules facilitate participation by diverse learners**	• Courses are offered online • Courses are offered on nights and/or weekends	*Program reporting form/ survey, IPEDS/state reports*
7	**Credential labor market outcomes are presented to students**	• College website clearly presents data on jobs associated with credential and earnings data for those jobs • Students are aware of job and earnings outcomes	*Program reporting form/ survey, website scan, marketing materials, student interviews or survey*
8	**Advising and learning supports are the same as for degree-seeking students**	• Non-degree students receive an ID number and are tracked in the student information system • Students in the program can received tutoring • Students are assigned an adviser	*Program reporting form/ survey*

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*Promising Features—**Outcomes***

	FEATURE	POTENTIAL MEASURE(S)	POSSIBLE DATA SOURCES
	Outcomes		
9	**Credential completion leads to livable-wage employment**	• Job most associated with credential has annual living wage (MIT LWC)	*Program reporting form/ survey, dept of labor state agency data*
10	**Credential completers go on to earn other credentials**	• At least X% of credential completers go on to earn another credential within Y years	*Program reporting form/ survey, higher ed agency data*
11	**Credential contributes to equity in postsecondary credential attainment**	• Historically underrepresented students are represented in greater percentages among credential (of value) completers than their representation among all postsecondary credential completers	*Program reporting form/ survey, higher ed agency data*

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Section 2 Findings

TRUE Credential Program Characteristics

- Can be completed in less than 6 months

- Can be completed through non-credit workforce continuing education courses, credit career technical education courses, or a combination of non-credit and credit courses

- Is tied to an occupation with starting pay of at least $26,380

- Is relatively low-cost for students (program costs $3,000 or less to complete)

Source: 2021 TRUE Credential Inventory

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TRUE Inventory of Short-Term Credentials

541 programs self-reported as meeting TRUE criteria *(n=530)*

- 57% include stacking *(n=304)*
- 47% include expanded employer support *(n=255)*
- 51% non-credit only *(n=269)*
- 38% credit only *(n=203)*
- 13% both credit and non-credit *(n=68)*

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Non-Credit Course Stacking by Industry

		No	Yes	Total
Industry	Advanced Technology & Manufacturing	18	6	24
	Aerospace, Aviation, & Defense	2	1	3
	Agriculture	1	1	2
	Biotech, Life Sciences, & Health	50	22	72
	Construction and Skilled Trades	31	8	39
	Energy-Traditional & Renewable	1	1	2
	Information Technology	3	6	9
	Other	36	8	44
	Professional, Financial, & Business	34	10	44
	Transportation, Distribution, & Logistics	22	8	30
Total		198	71	269

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Course Type by Industry

		Both Non-Credit and Credit	Credit Only	Non-Credit Only	Total
Industry	Advanced Technology & Manufacturing	9	13	24	46
	Aerospace, Aviation, & Defense	1	1	3	5
	Agriculture	1	5	2	8
	Biotech, Life Sciences, & Health	9	22	72	103
	Construction and Skilled Trades	32	28	39	99
	Energy-Traditional & Renewable	1	1	2	4
	Information Technology	2	53	9	64
	Other	2	22	44	68
	Petrochemical	1	2	0	3
	Professional, Financial, & Business	9	51	44	104
	Transportation, Distribution, & Logistics	1	5	30	36
Total		68	203	269	540

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Highest per Student Cost as Percentage of Starting Wage – Noncredit Programs

TACC RGN	Program	Employer Support	Stacking	Cost per Student	Starting Wage	%
Central	Commercial Truck Driving (CDL)	No	No	$6,995	$28,340	24.68%
Southeast	Dental Assistant	Yes	No	$5,893	$34,580	17.04%
Central	Professional Truck Driver	Yes	No	$5,000	$34,678	14.42%
Central	Clinical Medical Assistant	Yes	No	$3,195	$27,200	11.75%
Southeast	Clinical Medical Assistant	Yes	Yes	$3,801	$32,620	11.65%
South	Medical Assistant	Yes	Yes	$3,300	$28,760	11.47%
Central	Certified Medical Aide (CMA)	Yes	No	$2,905	$26,981	10.77%
North	Certified Clinical Medical Assistant (CCMA)	Yes	No	$2,999	$28,000	10.71%
Central	Medical Billing and Coding	Yes	No	$2,995	$28,360	10.56%
Southeast	Pipefitting	Yes	No	$5,349	$51,400	10.41%
South	Professional Truck Driver	Yes	Yes	$4,000	$38,700	10.34%
Southeast	Commercial Driver License	Yes	No	$3,945	$38,980	10.12%
West	Commercial Drivers License	Yes	No	$4,000	$40,000	10.00%

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Section 3 Recommendations

Inventory Data Collection

- Include CIP codes (for SOC data cross referencing)
- Include course-level non-credit to credit internal articulation policies for selected programs—50% of short-term credentials identified in the TRUE Inventory are non-credit

Promising Features Evaluative Framework

- TRUE Pilot Colleges demonstration project
- Focus on one feature from each category—program design, student experience, outcomes to guide data collection and evaluation
- Sustainable living wage the salient metric for terminal non-credit programs

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Thank You!

Susan Goll

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Literature 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.

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Research Niche

- Research on returns to community college credentials often disaggregate results by gender (Jepsen et al, 2014, Liu et al., 2015).

- However, during the Covid pandemic recession, we learned that the economic shock had differential effects by race.

- Latinx workers were more likely to be displaced compared to their white peers partly due to job type and industry concentration (Couch et al., 2020).

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Research Questions

- What were the academic behaviors of students who had experienced unemployment and enrolled at a community college?

- How do these academic behaviors vary across individuals from different racial groups (African American, Asian, Latinx, White)?

- What is the relationship between students' academic behavior and labor market outcomes for individuals from different racial groups (African American, Asian, Latinx, White)?

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Data Source

- Data Sources- Education Research Center
  - Wage Data
- Enrollment data
- Financial Aid
- Sample Restrictions
  - Ages 22-50
- Must have at least 12 consecutive periods (3 years) of wage data between Fall 2010-Spring 2013
- Subsequently, 2 consecutive periods (1 year) without wages between Fall 2013-Spring 2019.
- Follow students who enrolled at a CC from Fall 2013 to Spring 2020

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Analysis

- Methods
  - Descriptive statistics
  - Logistic Regression
    - Estimates run for each subgroup

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Descriptive Results

Table 1: Descriptive statistics

	(1) Full Sample mean
Race:	
White	0.42
African American	0.19
Latinx	0.18
Asian American	0.03
Indigenous	0.03
International	0.00
API	0.15
Other	0.01
Gender:	
Female	0.59
Male	0.41
Age:	
21-30	0.18
31-40	0.49
41-50	0.24
51-60	0.09
Academic Goal:	
AA	0.47
Certificate	0.12
Transfer	0.17
Work Related	0.08
Enrichment	0.04
N/A	0.11
BA	0.00
Major:	
Arts, Digital Media & Communication	0.16
Computer Science & Information Technologies	0.05
Culinary, Hospitality & Tourism	0.02
Design, Manufacturing, Construction, & Applied Technologies	0.10
Education	0.05
Health Sciences	0.14
Liberal Arts	0.39
Public & Social Service	0.04
Science, Engineering, Math	0.05
No Major	0.02

Descriptive Results

Table 1 Continue:

Industry previously employed:

Agriculture	0.00
Mining	0.03
Utilities	0.00
Construction	0.03
Manufacturing	0.09
Trade	0.15
Transportation	0.03
Information	0.03
Finance	0.07
Real Estate	0.02
Professional Services	0.06
Management	<0.01
Waste Management	0.08
Educational Services	0.08
Health Care	0.18
Entertainment/Food Service	0.06
Public Administration	0.05
Other Services	0.03
Observations	26482

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Course Taking Behavior

Table 2: Course-taking behavior by racial group

	Pool		White		African American		Latinx		Asian		Other	
	mean	sd	mean	sd	mean	sd	mean	sd	mean	sd	mean	sd
Types of units:												
Academic Units	13.97	17.38	14.06	17.14	11.69	16.01	15.96	18.80	12.59	16.00	14.41	17.77
Technical Units	8.70	14.77	9.00	15.06	7.66	13.62	9.13	15.34	9.46	14.95	8.51	14.58
Math Credits	1.86	3.41	1.85	3.39	1.36	2.82	2.35	3.82	1.56	3.38	1.97	3.51
English Credits	1.53	2.58	1.38	2.39	1.54	2.67	1.85	2.80	1.31	2.58	1.61	2.67
Units Attempted	27.57	23.99	27.52	23.95	26.09	23.25	29.92	24.93	24.74	22.28	27.37	24.00
Type of Credential:												
AA	0.15	0.35	0.16	0.36	0.11	0.31	0.16	0.37	0.15	0.35	0.15	0.35
Certificate	0.18	0.39	0.19	0.39	0.14	0.35	0.20	0.40	0.16	0.37	0.20	0.40
Marketable Skill Cert.	0.01	0.12	0.01	0.12	0.01	0.11	0.01	0.11	0.01	0.11	0.02	0.12
Observations	26482		11169		4921		4723		851		4818	

Regression Results

Table 4: Logit models (Odds Ratio Results)

	African American b/se	Latinx b/se	Asian b/se	Other b/se	White b/se	Pool b/se
unemployed_ever_covid						
Academic Units	0.013*	0.018**	-0.024	0.015*	0.005	0.012***
	(0.01)	(0.01)	(0.02)	(0.01)	(0.00)	(0.00)
Technical Units	-0.004	-0.009	-0.059***	-0.006	-0.013***	-0.010***
	(0.00)	(0.00)	(0.02)	(0.01)	(0.00)	(0.00)
Math Credits	-0.027	-0.033**	-0.035	0.005	0.012	-0.006
	(0.01)	(0.01)	(0.03)	(0.01)	(0.01)	(0.01)
English Credits	-0.018	-0.024	-0.001	-0.030	0.004	-0.016*
	(0.02)	(0.02)	(0.04)	(0.02)	(0.01)	(0.01)
Units Attempted	-0.007	-0.006	0.022	-0.005	-0.006	-0.006***
	(0.00)	(0.00)	(0.02)	(0.00)	(0.00)	(0.00)
Associate	-0.315**	-0.404***	0.191	-0.302**	-0.389***	-0.362***
	(0.12)	(0.11)	(0.25)	(0.10)	(0.07)	(0.04)
Certificate	-0.106	-0.163	-0.159	-0.041	0.087	-0.017
	(0.10)	(0.09)	(0.24)	(0.09)	(0.06)	(0.04)
MSI award	0.009	0.335	0.779	-0.071	0.004	0.067
	(0.27)	(0.27)	(0.65)	(0.24)	(0.17)	(0.11)
Age (in 2020)	0.025***	0.017***	0.010	0.010*	0.011***	0.015***
	(0.00)	(0.00)	(0.01)	(0.00)	(0.00)	(0.00)
Gender	-0.306***	-0.127*	-0.077	-0.034	-0.024	-0.108***
	(0.06)	(0.06)	(0.15)	(0.06)	(0.04)	(0.03)
Constant	-0.586***	-0.402*	0.151	-0.174	-0.045	-0.242***
	(0.17)	(0.18)	(0.43)	(0.18)	(0.11)	(0.07)
Observations	4921	4723	851	4818	11169	26482

Note: Standard errors in parentheses
* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

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tacc.org/tsc

Transforming Learning Frameworks

Channell Cook

Mentor: Afi Wiggins

July 28, 2022

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Project Review

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

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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: Fall 2021 and Spring 2022

- Collected student voices from 24 sections. (new curriculum only)

- Total of 191 Surveys completed from 343 total enrollments.

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Surveys

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

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Preliminary Findings Fall 2021

- 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

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Preliminary Findings Fall 2021

- 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.

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Additional Curriculum Changes

- Reorganization of some topics.
- Reevaluation of assessments to ensure alignment with SLOs.
- Reduced number of assessments for quality over quantity.

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Preliminary Findings Spring 2022

(Significantly lower enrollment)

- 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.
    - 20% increase in feeling accepted by peers.

- Students described greater confidence in their personal financial literacy.
    - 38% increase in confidence with financial literacy

- Students described greater understanding of their Cultural Wealth
    - 55% increase in understanding the knowledge, strengths, and skills I already have from outside the classroom.

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Preliminary Findings Spring 2022

- Students described an increase of confidence in understanding their personality traits.
  - 41% increase.
- Students described a better understanding of what major to study.
  - 25% increase in understanding what they wanted to study.
- Students described greater understanding of which study strategies work best for them.
  - 36% increase.
- Students described greater belief that effort can change intelligence.
  - 50% increase.

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Phase III: Reflection

Assignment Name:	Successes or Challenges

Learning Strategy Used	Worked?	Why or Why Not?

Key Takeaways:

What from this module had the most impact on you and why?

How can you apply these concepts in other classes?

What did you learn about yourself as a learner?

What will you do differently in the next module?

Module Title:

Phase I: Planning

Module Assignments:

Assignment Name:	Due Date:	Level of Confidence 1-3*	Learning Strategy You Plan to Use

*Levels of Confidence: 1-Not at all Confident 2-Somewhat Confident 3-Very Confident

Phase II: Practice

Amount Of Time Spent Outside of Class on This Module:

0-1 Hours		2-3 Hours		4-5 Hours		6-7 Hours		8+ Hours	

Resources used:

Looking to the Future

- Summer 2022
  - Changes to Self Regulated Learning documents
  - All sections on new curriculum
  - Continue collecting survey data
  - Mandatory PD for Dual Credit Adjuncts
- Fall 2022
  - All sections using new curriculum.
  - On going PD for adjuncts
  - Continue collecting survey data
  - Develop a classroom observation plan

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Proposed Deliverables

- Course syllabus.
- Survey questions.
- Data collected from student survey.
- Assignment details
- SRL Record Document

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Student Voices

- "This class is very helpful, in this class we can realize want 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"
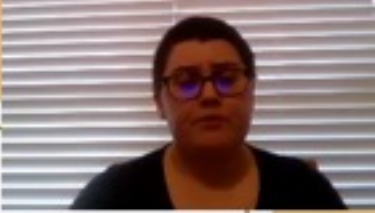
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Student Voices

- "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."

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Personal Growth

- Learned how to effectively budget

- Learned Self-Care

- Gained time management skills

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Thank You!
Channell Cook
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The Impact of COVID-19 on Student Persistence: Did Texas Pathways Make a Difference?

Newman Wong

Mentors: Kasey Klepfer & Ibrahim Bicak

July 28, 2022

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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?

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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)

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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)
    - Data on institutional characteristics for Fall 2019 from the *Almanac* published by Texas High Education Coordinating Board (THECB)
- 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 38 colleges were validated by TSC staff

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Analysis Plan

- Methods
  - Quantitative
    - Regressions
- 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)

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Analysis Plan

- Control variables
  - Student-level
    - Male (reference group: female)
    - Hispanic, African American, and other races (reference group: White)
  - Institutional-level
    - Percent of African American enrollment
    - Percent of Hispanic enrollment
    - Percent of part-time enrollment
    - Percent of technical programs
    - Percent of students receiving Pell Grant

Preliminary Findings: Stop-out
Practices with significance

- **Pillar 1. Mapping Pathways to Student End Goals**
  - 1A. Programs are organized and marketed in broad career-focused academic and communities or "meta-majors."

- **Pillar 2. Helping Students Choose and Enter a Pathway**
  - 2B. Special supports are provided to help academically underprepared students to succeed in the "gateway" courses for the college's major program areas.
  - 2E. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.
  - 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.

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Preliminary Findings: Stop-out
Practices with significance

- **Pillar 3. Keeping Students on Path**
  - 3C. 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.
  - 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.

- **Pillar 4. Ensuring that Students are Learning**
  - 4F. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.

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Preliminary Findings: Drop-out
Pillar 3. Keeping Students on Path

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.534	.104		14.683	.000
	P3	-.036	.011	-.025	-3.258	.001
	male	.117	.015	.056	7.754	.000
	hispanic	.059	.016	.032	3.761	.000
	black	.058	.024	.019	2.438	.015
	other_race	.103	.025	.031	4.121	.000
	enroll_black	-.030	.133	-.003	-.225	.822
	enroll_hispanic	.093	.045	.024	2.067	.039
	eroll_parttime	-.056	.097	-.005	-.582	.561
	tech_prog	-.121	.081	-.011	-1.485	.138
	pell	-.116	.101	-.011	-1.145	.252

a. Dependent Variable: drop

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Preliminary Findings: Drop-out
Practices with significance

- **Pillar 2. Helping Students Choose and Enter a Pathway**
  - 2B. Special supports are provided to help academically underprepared students to succeed in the "gateway" courses for the college's major program areas.

- **Pillar 3. Keeping Students on Path**
  - 3C. 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.
  - 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.

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Preliminary Findings: Drop-out
Practices with significance

- **Pillar 4. Ensuring that Students are Learning**
  - 4B. Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others.
  - 4F. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.

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Next Steps

- Finalize regression models
- Figure out explanations of the associations between SOAA ratings and stop-out and drop-out intentions

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Thank you!

I look forward to feedback on my project.

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Thank You!

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Equity In Motion

Operationalizing Federal Guidance to Implement Ability to Benefit Models in Community Colleges

Texas Success Center

Michelle Lamons
July 28, 2022

Research Methodologies

- Reviewed Journals

- Federal Guidance Letters

- Zoom Recordings State-

  Funded AtB Process

  - Washington State

  - Mississippi

  - Wisconsin

- Community College Surveys

  - Austin Community College
  - Houston Community College
  - Paris Junior College
  - Amarillo College

- Community College Interviews

  - Austin Community College
  - Paris Junior College
  - Houston Community College
  - Laredo College
  - Amarillo College

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Section I: Why AtB Matters

Who's Benefiting from AtB

Student Benefits (Equity)

- Access to FASFA
- Transition to College
- Access to Accelerated Career Pathways
- Access to Wrap Around Services
- Access to Career Navigators
- Access to Support Instructors

College Benefits

- Increased:
  - Student Successes
  - Enrollment
  - Persistence
  - Retention
  - Completion Rates
- Meaningful Partnership With Adult Ed, ISD, or CBO Programs

Adult Education/ ISD/CBO

- Increased:
  - Student Successes
  - Enrollment
  - Persistence
  - Retention
  - Completion Rates
- Performance-based Funding
- Better Alignment w/Community Colleges

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Section II: Findings

Underutilized?

Significant decline in the use of AtB from 2016-2022 for public & non-profit organizations

According to DOE, public & non-profit institutions utilize the 6-SCH AtB Alternative

The data in Table 3 break out the pathways by which students become eligible for aid through ability to benefit: either by earning at least 6 college credits, or by passing an approved exam. (The state process is not included here because the Department does not yet track eligibility through the state process.) Overall, more students have become ATB students by first earning college credits (three-quarters of ATB students in AY 2021). However, the balance has shifted in recent years; in 2016, 90 percent of ATB students used the credits-earned pathway, compared with 10 percent using the exam; in AY 2021, one in four used the exam.

Award Year	ATB Student by Earning At Least 6 Credits		ATB Student by Test	
	Enrollment	$ Disbursed	Enrollment	Disbursed
2016	112,341	$ 920,737,600	11,916	$ 79,866,560
2017	75,558	$ 614,110,976	13,169	$ 90,135,304
2018	62,174	$ 515,644,384	13,928	$ 105,865,112
2019	55,742	$ 456,198,368	13,232	$ 100,290,072
2020	50,203	$ 403,399,936	14,206	$ 121,574,160
2021	43,933	$ 327,537,312	14,755	$ 119,492,280

Figure 2: ATB Enrollment Pathway, By Control, for AY 2021

There are also variations by sector in how students become eligible for Title IV aid as ATB students. While most students in the nonprofit and public sectors have become eligible via the credit-hours requirement, the vast majority in the for-profit sector instead utilize the test.

Chart values — Public: Test 1.4, Credits 98.6; Nonprofit: Test 3.7, Credits 96.3; For-Profit: Test 93.1, Credits 6.9

Table 4: AY 2021 Ability to Benefit Enrollment and Disbursements, by State

https://www2.ed.gov/policy/highered/reg/hearulemaking/2021/analysisofatbusage.pdf

This table describes the state-level enrollment and disbursement of aid to ATB students, as well as the number of institutions who have ATB students, by state for AY 2021.

State	TOTAL		
	Enrollment	$ Disbursed	# of Institutions with ATB Students
AK	Suppressed	Suppressed	1
AL	85	$ 714,370	9
AR	464	$ 3,388,172	11
AZ	65	$ 359,146	21
CA	30,462	$ 218,371,696	174
CO	2,295	$ 19,196,722	16
CT	62	$ 629,176	7
DC	52	$ 499,150	1
DE	13	$ 171,739	1
FL	12,102	$ 87,749,224	40
GA	174	$ 1,687,316	11
HI	Suppressed	Suppressed	2
IA	86	$ 802,324	11
ID	17	$ 104,613	7
IL	590	$ 4,294,620	31
IN	71	$ 565,956	15
KS	238	$ 1,243,471	8
KY	436	$ 4,329,077	10
LA	880	$ 8,224,835	16
MA	96	$ 861,581	19
MD	539	$ 4,590,664	21
ME	473	$ 3,749,209	7
MI	447	$ 2,872,059	36
MN	232	$ 2,315,288	15

California and Florida Have Robust AtB Models and Could Share Knowledge and Experiences

https://www2.ed.gov/policy/highered/reg/hearulemaking/2021/analysisofatbusage.pdf

Ability to Benefit Data | 5

Texas Aggregated AtB Award Data

MO	408	$ 3,596,123	24
MS	106	$ 766,593	7
MT	18	$ 143,668	4
NC	237	$ 2,600,966	15
ND	14	$ 100,849	6
NE	15	$ 146,776	5
NH	Suppressed	Suppressed	0
NJ	266	$ 2,327,507	17
NM	67	$ 456,669	5
NV	23	$ 240,997	4
NY	3,118	$ 30,916,654	49
OH	468	$ 3,712,218	24
OK	56	$ 576,251	11
OR	88	$ 661,927	16
PA	203	$ 2,421,037	28
PR	115	$ 854,560	4
RI	53	$ 620,400	3
SC	1,114	$ 10,408,923	16
SD	Suppressed	Suppressed	3
TN	150	$ 1,367,049	9
TX	1,386	$ 10,883,314	79
UT	71	$ 485,080	8
VA	189	$ 1,915,003	14
VT	37	$ 348,296	6
WA	257	$ 1,886,878	31
WI	82	$ 584,790	16
WV	178	$ 1,521,285	6
WY	Suppressed	Suppressed	0

https://www2.ed.gov/policy/highered/reg/hearulemaking/2021/analysisofatbusage.pdf

Federal Career Pathway Program

> ### Definition of an Eligible Career Pathway Program
>
> Public Law 114-113 amended the definition of an eligible career pathway program for purposes of Title IV aid eligibility under section 484(d)(2) of the HEA to align with the definition of career pathway in section 3 of the Workforce Innovation and Opportunity Act (WIOA) (29 U.S.C. 3102(7)). Under section 484(d)(2) of the HEA, an eligible career pathway program means a program that combines rigorous and high-quality education, training, and other services that —
>
> 1. Aligns with the skill needs of industries in the economy of the State or regional economy involved;
> 2. Prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the Act of August 16, 1937 (commonly known as the 'National Apprenticeship Act'; 50 Stat. 664, chapter 663; 29 U.S.C. 50 et seq.);
> 3. Includes counseling to support an individual in achieving the individual's education and career goals;
> 4. Includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
> 5. Organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;
> 6. Enables an individual to attain a high school diploma or its recognized equivalent, and at least one recognized postsecondary credential; and
> 7. Helps an individual enter or advance within a specific occupation or occupational cluster.

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Section IV: Roles & Functions for Implementation

COMMUNITY COLLEGE	ADULT EDUCATION PROGRAM

Role: College Leadership Chief Executive Officer, Provost, Vice President, Chief Financial Officer)
Function:
➤ Champion System Changes to Operationalize AtB
➤ Facilitate Systemic College Buy-in through communication planning
	Role: TWC
	Function:
	➤ Mapping Pathways to Student & Grant End Goals
	   ○ Provide guidance related to funding codes in TEAMS to track AtB students
	   ○ Provide additional guidance on special initiative grants associated with AtB

Role: Financial Aid Director
Function:
➤ Facilitate information on Federal Aid as it relates to AtB
➤ Check and confirm ATB eligibility has been meet and award PELL
➤ Create Audit Proof process in tandem with AEL providers
	Role: AEL Director
	Function:
	➤ Mapping Pathways to Student & Grant End Goals
	   ○ Develop a meaningful partnership with Workforce leaders to identify career pathways from the in-demand or targeted occupation list
	   ○ Create audit-proof process in tandem with Community College Financial Aid Office
	   ○ Oversite to create and maintain strong integration between Community College and AEL Providers
	➤ Operationalize AtB pathways

Role: Registrar Office
Function:
➤ Create program designations for AEL Programs to track AEL entry points. Example could be an ABE designation for ESL/GED students on the enrollment application.
	Role: Career Navigator
	Function:
	➤ Ensuring Career Pathways are short-term stackable credentials
	➤ Helping students choose and enter a path
	➤ Creating identification process for AtB students
	➤ Keeping students on the path
	   ○ Remove student barriers
	   ○ Retention experts
	   ○ Completion experts

COMMUNITY COLLEGE	ADULT EDUCATION PROGRAM

Role: Information Technology
Function:
➢ Create a system to create student IDs for GED/ESL students for point of entry identification purposes.
➢ Create data systems to run reports over AtB data, collect AtB data, and customer relation management (CRM) if applicable
	Role: Data Specialist
	Function:
	➢ Enter AtB Data into TEAMS
	➢ Verify & Enter Workforce Measurable Skills Gain (MSG)
	    ○ Type 3- Postsecondary Transcript or Report Card
	    ○ Type 4- Progress Milestone
	    ○ Type 5- Skills Progression

	Role: I-BEST Instructional Team
	Function:
	➢ Ensuring Students are Learning
	    ○ Following AEL Letter 01-18- Change1. Providing AEL Activities and Workforce Preparation Activities..Examples create contextualized curriculum and digital literacy.
	➢ Keeping Students on the Path
	    ○ Increasing persistence,
	    ○ retention, and
	    ○ completion rates

Key Takeaways:

1. Partnerships are required to create the federal career pathway

2. Roles and functions are critical to operationalize an AtB accelerated learning model

3. Adult education student integration is integral to acclimate students to college systems prior to entering the AtB pathway

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ATB Projections

CAREER READY YOU

HSE & ESL CAREER READINESS PROGRAM

2022/2023 Impact Goals

Impact Students

Change lives through transformational opportunities

Impact College

Generate revenue 200 Students $6500/Student = $1.3 Million

Impact Community

Increase local gross domestic product by upskilling workers

Amarillo College

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Section V: Recommendations

Next Steps Ability To Benefit Process Toolkit- Integration & Identification

Week 0-
SIMS Registration Unique Identifier
Adult Ed (PIRL)

Week 10-18
I-BEST Instructors- Provides Academic Supports, Grade Checks, Creates Study Groups

Week 18-
Financial Aid Director **AWARDS PELL** Eligible Students

Week 19-
Full-Time PELL Eligible Student

1. Point of Designa
2. Tracking Begins
3. Student Access System
4. Student Shift

1. Students Grades 70%
2. Student Attendance 80%
3. Utilizing College Systems
   a. Completing Homework 70%
   b. Active and Engaged in Class (Tutoring Services)
4. Complete Language GED & One Other Test

Week 4-
Identification
& Evaluation

Week 4-7
Career Navigators- MyPlan, TSI, AC Application
Class Registration
Funding Applied for 6 SCH

Amarillo College

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Federal Career Pathway:

https://fsapartners.ed.gov/knowledge-center/library/dear-colleague-letters/2016-05-09/gen-16-09-subject-changes-title-iv-eligibility-students-without-valid-high-school-diploma-who-are-enrolled-eligible-career-pathway-programs

Federal Aid:

https://studentaid.gov/understand-aid/eligibility/requirements

ATB Analysis:
https://www2.ed.gov/policy/highered/reg/hearulemaking/2021/analysisofatbusage.pdf

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tacc.org/tsc

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

Dr. Jordan Utley

Mentor: John Fink

July 28, 2022

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Framing the Problem

- Historical enrollments of minority students in the health sciences at a small, rural community college (< 4,000) do not reflect the demographics of the region

- Barriers for Underrepresented Minorities in the Health Professions (Toretsky et al., 2018)
  - Cost of Health Professions Education
  - Program Length
  - **Lack of Academic Preparation**
  - Admissions Requirements
  - **Lack of Mentors**/Advising
  - Limited exposure to Healthcare Careers

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Why _should_ we care?

- 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 (Matthews et al., 2021)

- Quadruple Aim for Healthcare: _Caregiver satisfaction_ (Arnetz et al., 2020)

Better Outcomes

Improved Provider Experience

QUADRUPLE AIM ACHIEVED

Lower Costs

Improved Patient Experience

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Wage Gap: Minorities in the Health Professions

(Frogner et al., 2021)

Retrospective analysis of data from 2011-2018 Bureau of Labor Statistics across nine health professions (N=76,606; 18+ years of age):

- Non-Hispanics consistently made more than Hispanics
  - LVNs, aides/assistant, technicians
  - All health occupations wage gap = $15,232 ($58,388 Non-Hispanic; $43,156 Hispanic)

- Asian/Pacific Islanders made more than Blacks
  - Across all healthcare occupations except physicians, practitioners, therapists
  - All health occupations wage gap = $34,664 ($76,959 Asian; $42,295 Black)

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

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Approach

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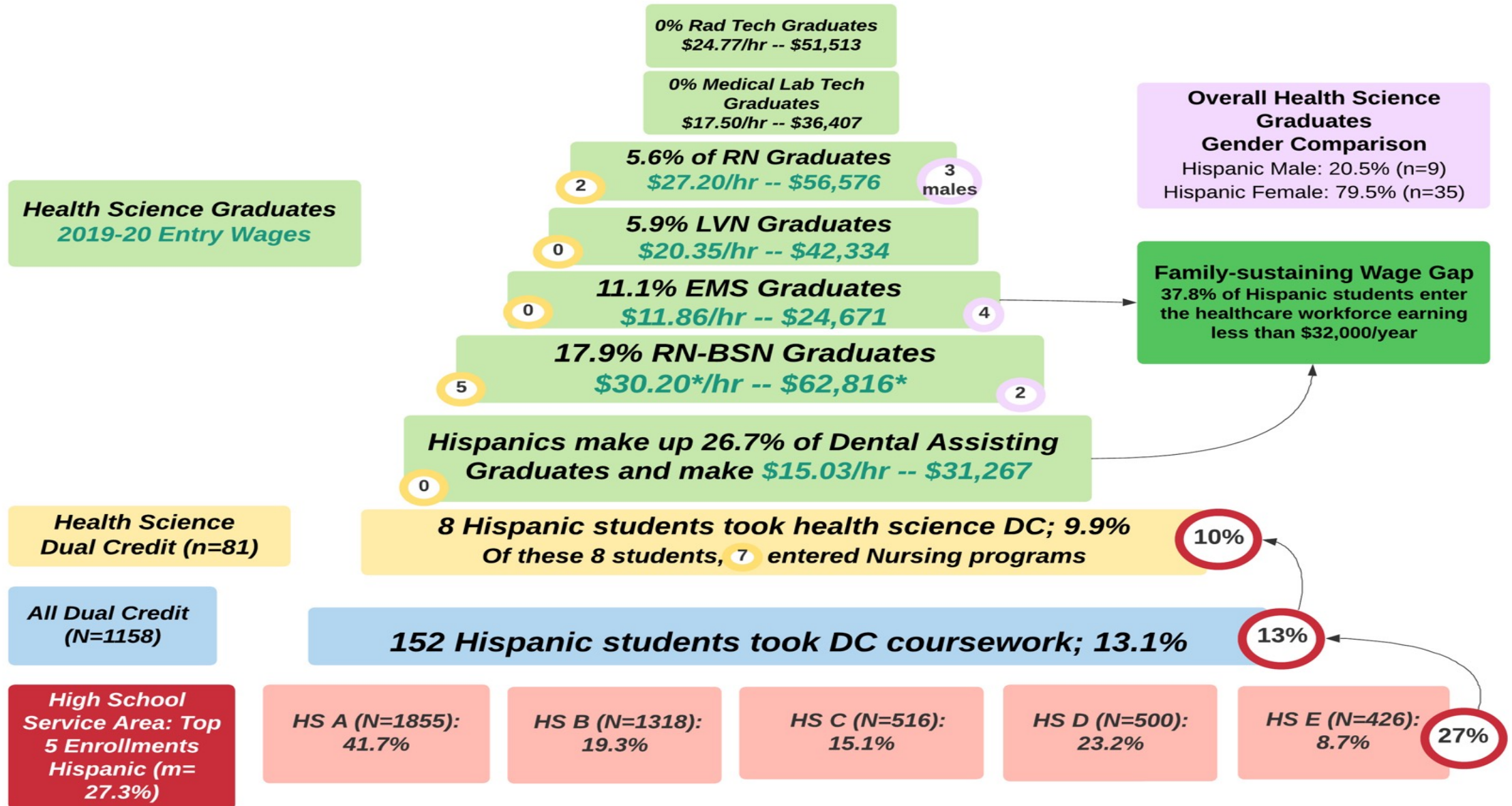
Deliverables

1. Infographic of Hispanic student representation in the Health Sciences
2. Infographic of Black student representation in the Health Sciences
3. Process to share with colleagues looking to broaden access to health via dual credit at other colleges
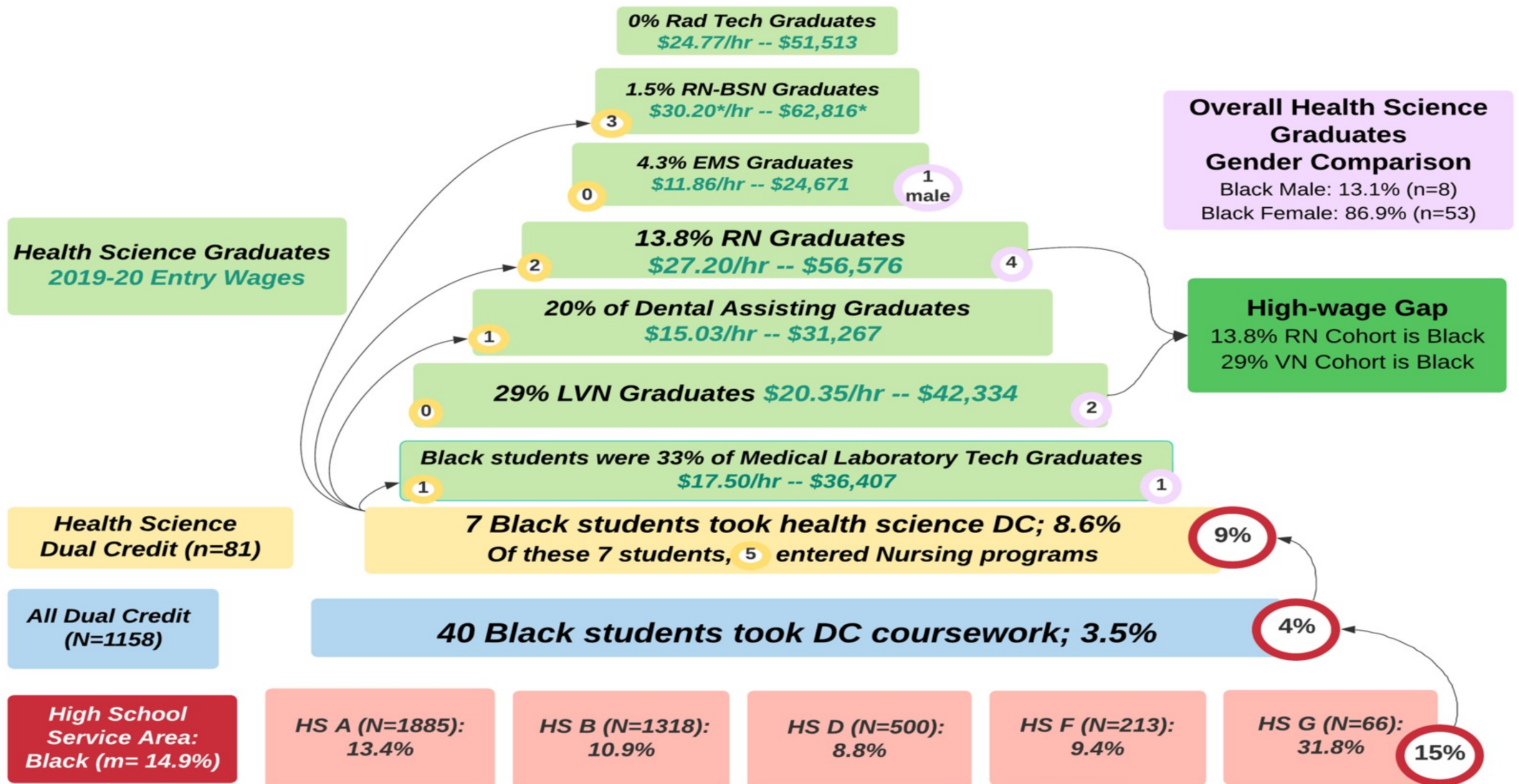
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How could dual credit be better utilized as an on-ramp into the Health Professions for Hispanic Students?

Preliminary Findings

0% Rad Tech Graduates
$24.77/hr -- $51,513

0% Medical Lab Tech Graduates
$17.50/hr -- $36,407

Overall Health Science Graduates Gender Comparison
Hispanic Male: 20.5% (n=9)
Hispanic Female: 79.5% (n=35)

Health Science Graduates
2019-20 Entry Wages

5.6% of RN Graduates
$27.20/hr -- $56,576
2 — 3 males

5.9% LVN Graduates
$20.35/hr -- $42,334
0

11.1% EMS Graduates
$11.86/hr -- $24,671
0 — 4

Family-sustaining Wage Gap
37.8% of Hispanic students enter the healthcare workforce earning less than $32,000/year

17.9% RN-BSN Graduates
$30.20*/hr -- $62,816*
5 — 2

Hispanics make up 26.7% of Dental Assisting Graduates and make $15.03/hr -- $31,267
0

Health Science Dual Credit (n=81)

8 Hispanic students took health science DC; 9.9%
Of these 8 students, 7 entered Nursing programs
10%

All Dual Credit (N=1158)

152 Hispanic students took DC coursework; 13.1%
13%

High School Service Area: Top 5 Enrollments Hispanic (m= 27.3%)

| HS A (N=1855): 41.7% | HS B (N=1318): 19.3% | HS C (N=516): 15.1% | HS D (N=500): 23.2% | HS E (N=426): 8.7% |
27%

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

Preliminary Findings

Health Science Graduates 2019-20 Entry Wages

0% Rad Tech Graduates
$24.77/hr -- $51,513

1.5% RN-BSN Graduates
$30.20*/hr -- $62,816*

4.3% EMS Graduates
$11.86/hr -- $24,671

13.8% RN Graduates
$27.20/hr -- $56,576

20% of Dental Assisting Graduates
$15.03/hr -- $31,267

29% LVN Graduates $20.35/hr -- $42,334

Black students were 33% of Medical Laboratory Tech Graduates
$17.50/hr -- $36,407

Overall Health Science Graduates Gender Comparison
Black Male: 13.1% (n=8)
Black Female: 86.9% (n=53)

High-wage Gap
13.8% RN Cohort is Black
29% VN Cohort is Black

Health Science Dual Credit (n=81)
7 Black students took health science DC; 8.6%
Of these 7 students, 5 entered Nursing programs — 9%

All Dual Credit (N=1158)
40 Black students took DC coursework; 3.5% — 4%

High School Service Area: Black (m= 14.9%)

HS A (N=1885): 13.4%
HS B (N=1318): 10.9%
HS D (N=500): 8.8%
HS F (N=213): 9.4%
HS G (N=66): 31.8% — 15%

Key Project Takeaways

- There exists limited access to dual credit in the college service area
  - 7% of Dual Credit (DC) is Health Science; only 3.5% Black students took DC and only 1% was Health Science coursework
  - Only 13% Hispanic and 4% Black college certificate completers took DC courses

- For students who gain access, **the story is much different**
  - 100% of Hispanic (n=8) and 71.4% Black (n=5) students who took a dual credit course entered the field of Nursing
  - Nevertheless, Hispanic and Black students are not well represented in higher-wage health science programs
    - 37.8% of Hispanic health science graduates enter the workforce making less than $32,000/yr
    - The majority of Black health science graduates enter the Nursing field through the lower wage LVN pathway

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Next Steps

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

- How can this data start conversations that influence change to...
  - Promote academic preparation for the health profession programs?
  - Facilitate admissions processes that are equitable?
  - Promote an examination of program length?
  - Develop targeted mentoring and advising strategies?
  - Provide early exposure to Healthcare Careers (elementary and junior high)?

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Thank You!

Dr. Jordan Utley

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LUNCH BREAK

PLEASE RETURN AT 1PM

Agenda

- Welcome and Introductions

- Knowledge Development Overview

- Community College Research Fellow Project Summaries

- Lunch Break

- Student Voices: Focus Group Report

- Small Group Breakouts

- The Future of Texas Pathways

- Final Remarks and Closing

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Focus Group Introduction

Colleges conducted focus groups to gather information related to
Pillar 3: Keeping Students on their Pathway.
The objectives were to understand:

- what motivates students to persist higher education
- how students perceive the college's effectiveness in meeting their needs
- what the college needs to improve to help students succeed
- the importance financial services in helping students meet their goals
- the importance of basic needs support services in helping students meet their goals

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Participation and Goal of Project

GOAL
The goal was to help Texas Community colleges integrate student voices into the inquiry and design of their guided pathways framework.

PARTICIPATION
43 Texas community colleges gathered student voices through written responses and focus group discussion.

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Focus Group Analysis and Organization

Student Responses

- *Organize student responses by objective, identify key themes under each outcome. Use student quotes to enhance the narrative.*

Provide an analysis of the discussion for each area:

- what motivates students to persist higher education
- how students perceive the college's effectiveness in meeting their needs
- what the college needs to improve to help students succeed

Provide an analysis of the discussion for two additional topics:

- financial services
- advising services
- basic needs support services
- mental health services
- impact the responsibilities outside of school
- significance of relationships

Positive Features of the College

- *List the positive features and include a quote or two as appropriate.*

Areas of Improvement for the College

- *List the areas of improvement and include a quote or two as appropriate.*

Key Recommendations for the College

- *List 3-4 key recommendations for the leadership team to discuss at the Pathways Institute.*

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Findings: Analysis of Student Perspectives

Theme	Code	Colleges	Description
Academic and Workforce Preparation	Reskill/ Prepare for new career	25	Students persisted in college to gain new skills to prepare for a new career or to refresh skills previously acquired
	Earn a degree	13	Students persisted in college to complete a degree or certificate
	Transfer to a university	12	Students persisted in college to transfer to complete courses or "basics'" necessary for a four-year university
Personal and Familial Improvement	Better Life	14	Students persisted in college to create a better life for themselves and their families by preparing for jobs that earn higher wages and provide more security
	Family Reasons	6	Students persisted in college to set example for family or contribute to others' success
	Personal Support	3	Students persisted in college when they felt other people cared about their success

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Theme	Code	Colleges	Description
Connection	Consistent Communication, Support, Encouragement and Connection, Approachability	13	Students feel colleges provide consistent communication between students and faculty/staff
	Caring Faculty	14	Students feel staff/faculty are professional, understanding, and caring
Accessibility	Online Education Options/ Learning Management Systems	7	Students appreciate the online education, learning management systems options and platforms, projects in electronic format
	Technology	4	Students appreciate access to reliable computers and technologies provided by colleges
Finances	Cost Savings Affordability	7	Students feel that the cost savings provided by the college assist with the rising cost of college and ensure affordability

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Theme	Code	Colleges	Description
Classroom Experiences	Peer-to-peer Communication	10	Students need colleges to provide learning environments that promote communication and peer discussion to engage with course material fully.
	Faculty and Teaching	3	Students need colleges to train faculty to have positive attitudes, be empathic, and provide opportunities for student engagement.
	Academic Support	3	Students in Adult Education and Continuing Education need colleges to provide consistent academic support and tutoring
Planning and Support	Financial Needs/ Financial Aid	4	Students need colleges to provide support for financial needs and clarify financial aid options.
	Program and Course Planning Transparency	4	Students need colleges to provide transparent program and course planning tools. Having inconsistent or unnecessary steps is a deterrent to success.

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Theme	Code	Colleges	Description
Cost of College	Financial Status	8	Students believe that the cost of college affected their choice of institution and that they do not have a lot of financial freedom to explore.
	Affordability	2	Students believe that community colleges are more affordable than other institutions of higher education.
Financial Support	Financial Support Programs	4	Students need access to and understanding of financial support services of various kinds to continue in college.
	Grants	8	Students believe that Pell grants and other non-loan-support helped them continue in college.
	Payment Plans	1	Students believe that payment plans reduce anxiety and frustration.

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Theme	Code	Colleges	Description
Basic Needs	Transportation	14	Students need access to reliable and low-cost/free transportation to be successful in college.
	Childcare	9	Students need available child support and support for childcare costs for learner success.
	Food Security	7	Students need access to food pantries and grocery assistance programs as well as partnerships with food banks to be successful.
	Clothing	3	Students need access to clothing to appear confident in school. Students note a stigma attached to asking for this kind of support.
Technology	Internet	7	Students need access to reliable internet on and off campus to participate in class and complete homework, such as continued access to hot spots.
	Devices	7	Students feel successful when they are equipped with laptops and computers.
Access to Supports	Awareness of Support Services	5	Students need to know about available support services by phone or email. Direct contact by advisors or college news sources would be support student success.
	Mental Health	3	Students need visible onsite mental and medical health services.

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Next Steps

- Report on Findings
- Student Voice Briefs
- Key Recommendations for College Leadership Teams

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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 virtual members will be automatically transferred to the main group at the end of both fellows' discussions.

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The Future of Texas Pathways

Reminders for CCRFs

- Submit final deliverables by August 15, 2022.

- Reach out to Brittany Ford to schedule any one-on-ones.

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!

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